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ABSTRACT

This resource book is for teachers in England who would like to visit St. Augustine's Abbey with their students. The first part consists of background information, documents, and advice on how to plan and prepare for the visit. The second part is aimed at pupils aged 9 years and over. It includes a trail of the site, a set of classwork sheets and a crossword puzzle. St. Augustine's Abbey, now in ruins, is one of the most ancient Christian foundations in England. Established in 598, it became an important center of learning and culture during the Anglo-Saxon period. It continued to flourish under the Normans and remained in constant use until the Dissolution. The walls of the old abbey still stand in a grassy field a short walk from the centre of Canterbury. A Time Chart concludes the guide. (MM)

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English Heritage

St Augustine's Abbey

CANTERBURY

ED 407 340

A RESOURCE BOOK FOR TEACHERS

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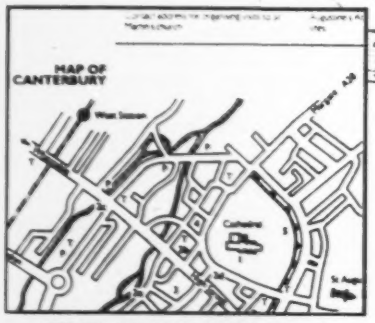
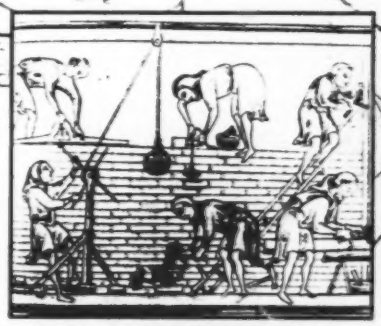
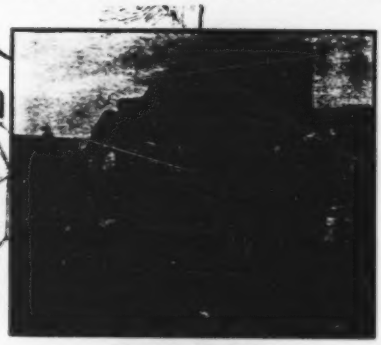


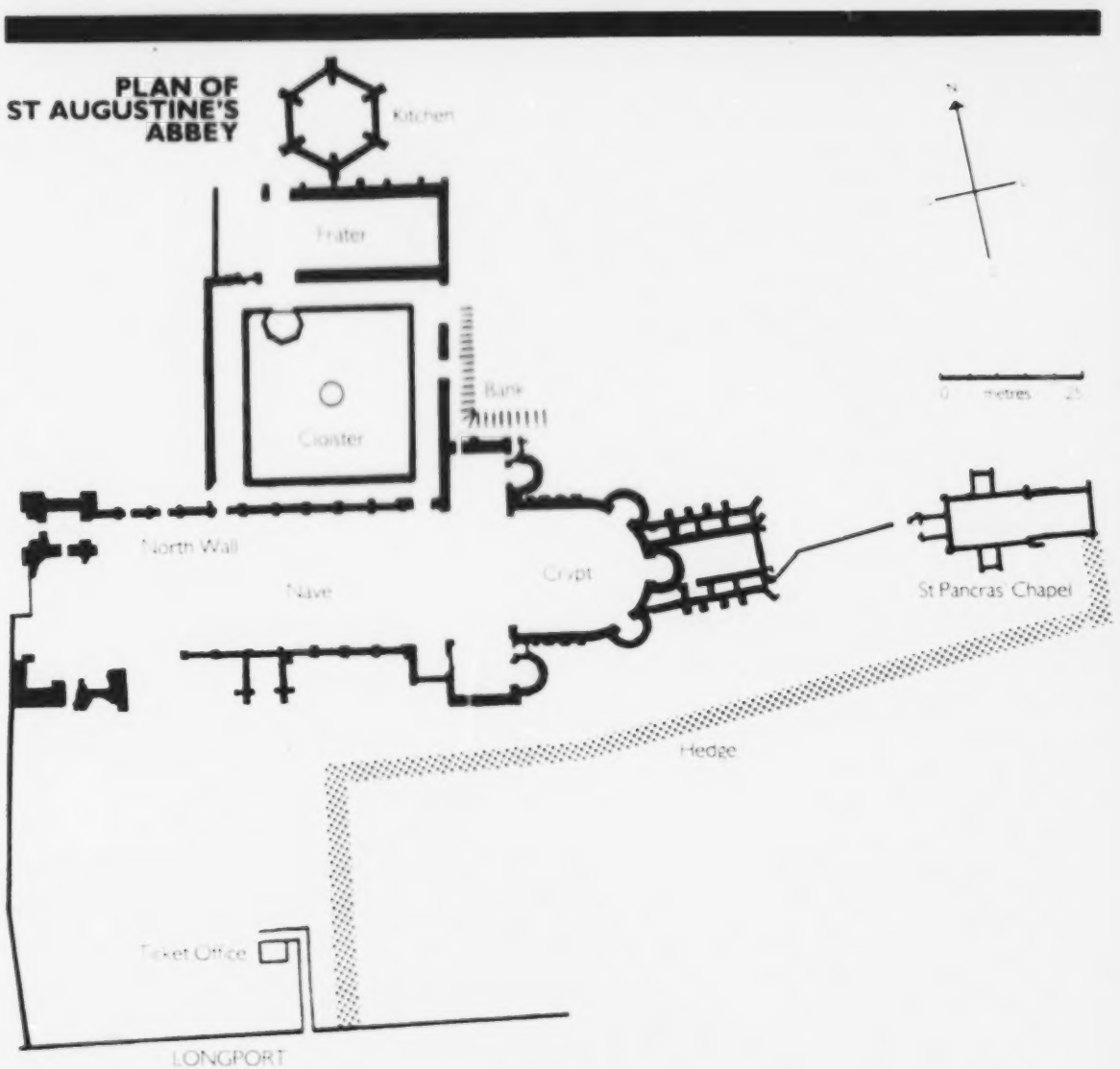




TEACHERS' HANDBOOK

CLASSWORK SHEETS

TRAIL SHEETS



INTRODUCTION

St Augustine's abbey is one of the most ancient Christian foundations in the country. Established in 598, it became an important centre of learning and culture during the Anglo-Saxon period. It continued to flourish under the Normans and remained in constant use until the Dissolution. Although now in ruins, the walls of the old abbey still stand in a grassy field only a short walk from the centre of Canterbury.

This resource book is for teachers who would like to visit the site with their students. The first part consists of background information, documents and advice on how to plan and prepare for the visit. The second part is aimed at pupils aged nine years old and over. It includes a trail of the site, a set of classwork sheets and a crossword puzzle.

With the increasing emphasis now given to activity learning and the use of first hand sources, fieldwork is becoming more and more important. By visiting St Augustine's, children will be able to trace a unique story that spans over fourteen hundred years of history. They will also be able to practise the skills of observation, recording and analysis on which historical understanding is based.

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9 More Things To Do

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English Heritage. Front and back cover, *Reconstruction drawings* (page 3), *Print of royal palace* (page 4)
Canterbury Library. *Print of Ethelbert's tower* (page 5)
The Master and Fellows of Trinity College, Cambridge. *Portrait of Scribe Eadwine* (page 8)
Canterbury City Museums. *Watercolour of abbey ruins* (page 9)
British Library. *Decorated initial* (page 11), *St Benedict and monks* (page 21), *Woodcut of feast* (Classwork sheet 10)
King's School, Canterbury. *Poster* (page 23)
Kent Archaeological Society. *Grave of Abbot Roger II* (page 24)
York Archaeological Trust. *Viking Warrior* (Classwork sheet 3)
The Board of Trinity College, Dublin. *Masons at work* (Classwork sheet 6)

Some of the extracts from original sources used in the classwork sheets have been adapted in order to make them accessible to children.

The front cover shows a conjectural reconstruction of the abbey just before the Norman invasion in 1066.

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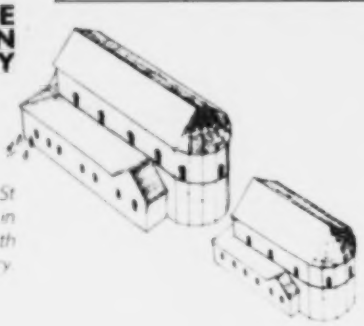
THE STORY OF ST AUGUSTINE'S ABBEY

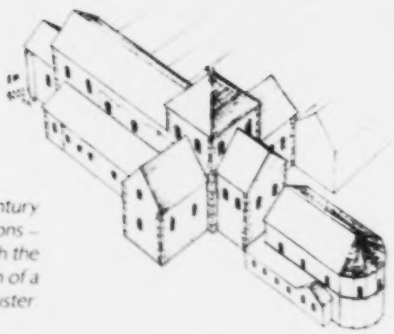
St Augustine's abbey occupies a site on the eastern edge of Canterbury. The jumble of flint, stone and brick walls which spreads across a grassy field is all that now remains of one of the foremost historic monasteries in Britain. However, the story can be unravelled in precise detail from the abbey chronicles and archaeological excavations.

THE ANGLO-SAXON MONASTERY



The abbey and St Mary's church in the seventh century.

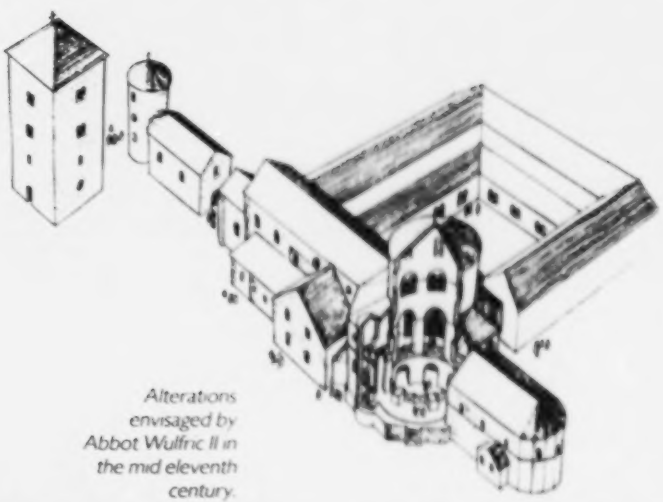
The abbey was founded around 598 by St Augustine who had been sent to bring Christianity to England by Pope Gregory. The original monastery was made up of three churches, arranged in a line from east to west. They were relatively small structures with wooden roofs and walls of Roman bricks. The most easterly of the group, St Pancras' chapel, still survives above ground so it is possible to form an idea of its original design.



Tenth century extensions – with the addition of a cloister.

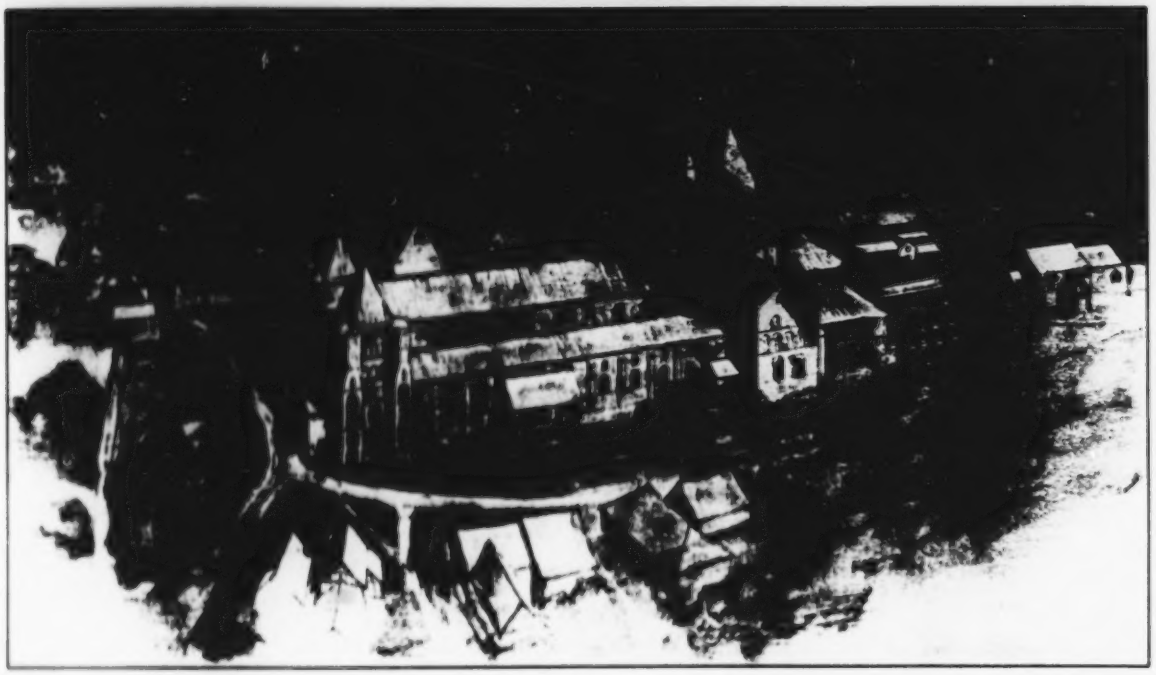
St Augustine's quickly became one of the leading religious houses in Anglo-Saxon Kent. It was endowed with estates by a succession of kings and, under Abbot Adrian (669-708), became the most important centre of learning in the country. For a time it also served as the burial place of the kings of Kent and the archbishops of Canterbury. St Augustine himself was buried there in 605. By the middle of the eighth century the abbey church had been extended on the north side by the porticus of St Gregory to provide extra space for important tombs. However, this building was never needed since in 758, the eleventh archbishop (Cuthbert) was buried not in the abbey but in the cathedral. This established a new tradition, much to the monastery's loss.

We know very little about St Augustine's during the ninth and tenth centuries but an ordered life was probably maintained throughout the Viking raids and the line of abbots was unbroken. The turmoil might even have benefitted the monastery in an indirect way for King Cnut, who preserved and encouraged English institutions, granted it valuable lands and possessions from the nunnery of St Mildred at Minster-in-Thanet which had been destroyed in the fighting.



Alterations envisaged by Abbot Wulfric II in the mid eleventh century.

Towards the end of the tenth century various alterations were made to the monastery buildings. The abbey church was extended westwards, possibly when Archbishop Dunstan rededicated it in 978. Even more ambitious were Abbot Wulfric II's plans (1056) for a tower linking the abbey with the adjacent church of St Mary. The scheme was abandoned on his death but the foundations are clearly visible on site and are known as Wulfric's octagon after the shape they describe.



THE NORMAN MONASTERY

The Norman Conquest heralded even greater changes. Under the direction of Abbot Scotland (1070-87), who came from Mont St Michel, the old buildings were levelled to the ground and work was begun on a much larger abbey church. When this was finished in 1091 the bones of St Augustine, St Mildred and the early archbishops were gathered together in new tombs at the east end of the church. This remarkable assembly of shrines is depicted in a drawing in a medieval manuscript. Major building work continued under Abbots Wido (1087-99) and Hugh Fleury (1099-1124). New monastic buildings were constructed round a cloister and an infirmary was built further to the east.

The proximity of St Augustine's to Canterbury cathedral had always held out the possibility of rivalry between the abbot and archbishop. In the twelfth century this broke into a serious dispute in which the independence of the monastery was called into question. A succession of abbots jealously defended their rights until it was established that the monastery came under the direct jurisdiction of the Pope.

Increasing prosperity in the thirteenth century led to a new period of building and change. The refectory and cloister were rebuilt. Under Abbot Thomas Fyndon (1283-1309) a new kitchen, a charnel chapel in the cemetery and the magnificent great gateway were all constructed. Some nearby land was enclosed and eventually laid out as a vineyard. Entertainments became increasingly lavish – one of the abbey chronicles even records that the banquet of 1309 was attended by 6,000 guests.

The great wealth and power of St Augustine's made it increasingly unpopular with the city and there were many disagreements with the townsfolk. As a result the great gate was crenellated for defence by special permission from the king. Fees to the Pope were also making huge demands on the treasury. Like many other monasteries, St Augustine's entered into a period of slow decline. There was a brief revival of fortunes in the late fifteenth century when the Lady Chapel and a central tower were built but by the time of the Dissolution the monastery was in debt and reduced to half its complement of sixty monks.

(right) St Augustine from a medieval illustration.

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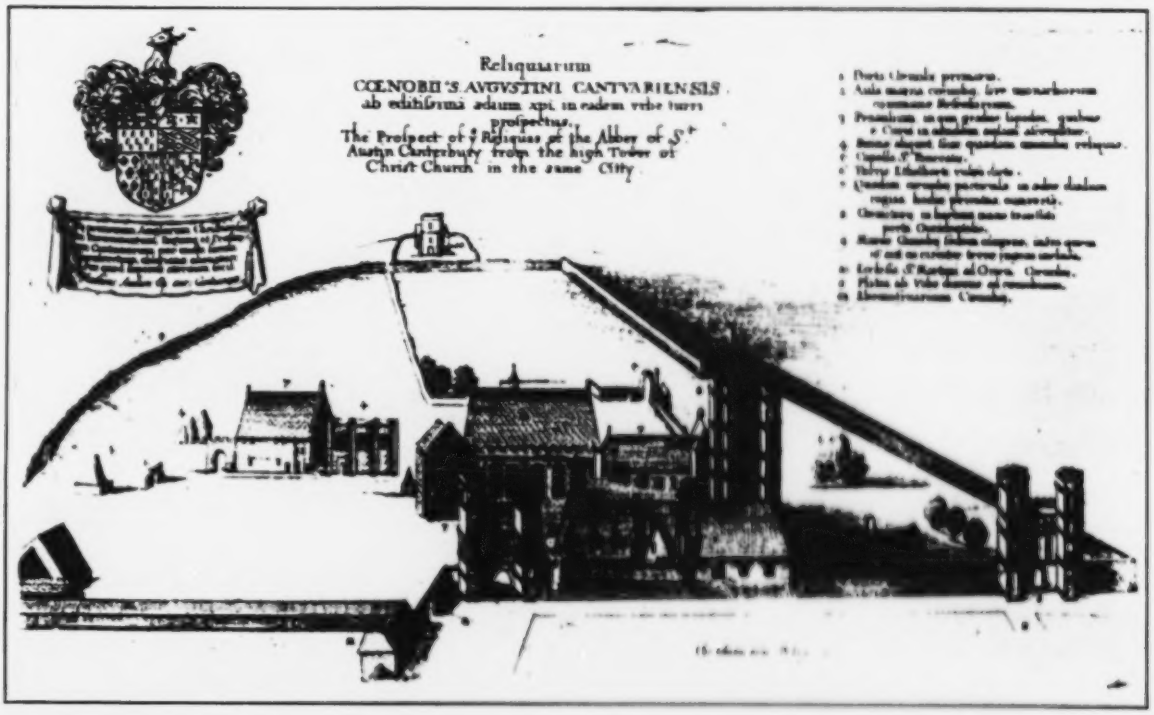
THE ROYAL PALACE

After it surrendered in 1538 King Henry VIII made quick work of the monastery. The abbey church was pulled down for building materials, the site was plundered for treasure and the abbot's lodging turned into a small royal palace (posting house) with a new set of apartments for the queen. This work was carried out at great speed so that Anne of Cleves might stay in Canterbury on her way to London in late 1539 but the palace was used rather infrequently afterwards.

By 1612 the building had been leased to Lord Wotton who employed the naturalist John Tradescant as his gardener. He laid out the grounds in an elaborate pattern of knots, mazes and avenues, and became famous for growing melons on the estate. Eventually it passed by marriage into the hands of Sir Edward Hales and fell into ruins, perhaps as a result of the earthquake of 1692.

(right) Map c.1630 showing the groves, fountains and mazes built by the famous gardener John Tradescant.


Reliquiarum
COENOBII S. AVGVSTINI CANTVARIENSIS
ab edificiorum ædium xpti. in eadem vrbe turri
prospectus.
The Prospect of ye Reliques of the Abbey of S.t
Austin Canterbury from the high Tower of
Christ Church in the same City

(below) A mid-seventeenth century view of the royal palace as seen from the tower of the cathedral.

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THE EXCAVATION OF THE SITE

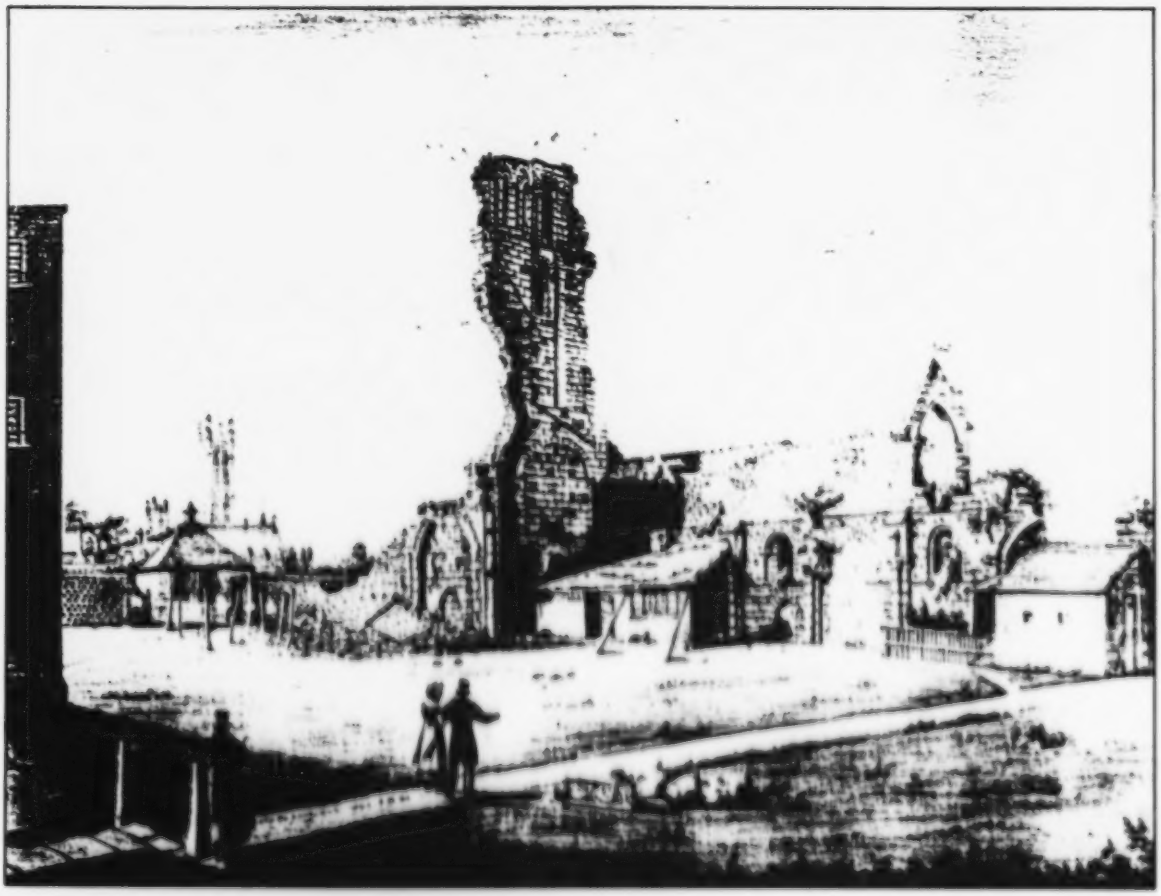
By the nineteenth century St Augustine's was in a sorry state. A hospital, sessions house and prison had been built on part of the site and the royal palace abandoned. A contemporary visitor reported:

> So little is the veneration paid at this time to the remains of this once sacred habitation, that the principal apartments adjoining the gateway are converted into an ale house: the gate-way itself into a brew-house, the steam of which has defaced the beautiful paintings over it; the great courtyard is turned into a bowling green; the chapel and the aisle of the church on the north side into a fives court: and the great room over the gate, into a cock-pit.

Worse was to follow. In 1822 part of the last remaining tower of the Norman abbey (Ethelbert's tower) which had withstood centuries of pillaging and vandalism, finally fell down. It was a fine, richly ornamented, Romanesque structure. We remember it nowadays largely by prints made at the time.

The condition of this famous site had not gone completely unnoticed. In 1844 a wealthy landowner, James Beresford Hope, visited the ruins and resolved to buy the tavern and brewhouse. In association with Edward Coleridge and using William Butterfield as his architect, he established a missionary college and restored some of the buildings. Other parts of the site were gradually acquired so that by 1946 the entire monastery grounds had been brought under one ownership.

The Wardens of the college and other philanthropists were largely responsible for raising funds for the excavation of the site. As a result, the plan of the original buildings was rediscovered. The most dramatic finds were made in the first few decades of this century but our knowledge is continually being enlarged as new excavations are undertaken. In 1938 the excavated area was placed in the Guardianship of the Office of Works. It is currently administered by English Heritage although still owned by St Augustine's Foundation.



Ethelbert's tower in 1822, the day before it fell down. Note the lean-to in the ruins and the hospital on the left.

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AIMS AND OBJECTIVES

Before arranging your visit it is important to determine the main educational objectives. Think about what you want the children to learn and how this relates to the rest of the curriculum, especially in terms of key concepts and ideas such as 'change', 'evidence', 'then/now comparisons' and 'chronology'. It is vital that you visit the site beforehand. This will greatly increase your understanding of the ruins and enable you to plan the work in suitable detail. There is no charge for such a visit if it is arranged when you make your school booking.

HOW TO BOOK

To obtain free entry on your preparatory visit and when taking your school party apply at least two weeks in advance to:

English Heritage
Spur 17, Government Buildings
Hawkenbury
Tunbridge Wells
Kent TN2 5AQ Tel: 0892 48166

OPENING TIMES

Please telephone Canterbury (0227) 67345 to check details with the Custodian.

PARKING

There is parking space for coaches in the Longport coach park directly opposite the entrance to the site. At present this is the main coach park for Canterbury and is heavily used in the summer months.

FACILITIES

Children may eat their lunches within the grounds or use the public garden which adjoins the site. There are public toilets in nearby Chantry Lane. Disabled people can visit St Augustine's but the steps down to the cloister and crypt and the obtruding foundation walls could be a problem.

WET WEATHER

There is little shelter on the site but if the coach is parked nearby you could always use this as a base.

OTHER SITES

You need to decide if you are going to visit any other sites in the immediate locality. A short walk around the boundary wall leads to the two main gateways of the medieval monastery (both of which are private property). From here there is a footpath to the city wall (see map). Beyond this lies the cathedral where you can see a much fuller set of monastic ruins including a cloister, chapter house and infirmary. It will help the pupils to visualise the ruins of St Augustine's if they have seen these beforehand.

The church of St Martin is almost equally close in the opposite direction. This is one of the most ancient churches in the country and was used by Queen Bertha before St Augustine arrived in Kent. If you want to trace the spread of Christianity it is well worth beginning with St Martin's. Other places to visit are the Canterbury Pilgrims Way, the City Museums, the Urban Studies Centre and any excavations that the Archaeological Trust may have in hand at the time.

USEFUL ADDRESSES

1 Cathedral Education Centre
11 Precincts
Canterbury CT1 2EH
Organises tours of the cathedral, publishes teaching material and provides a study base for children.

2 Canterbury Museums
High Street
Canterbury CT1 2JE Tel: 452747
Consists of a number of separate museums.
(a) Canterbury Heritage – time-walk museum
(b) Royal Museum and Art Gallery
(c) West Gate Museum
(d) Roman Mosaic

3 Canterbury Pilgrims Way
23 Hawks Lane
Canterbury CT1 2NU Tel: 454888
Provides a 'pilgrim experience'. Visitors travel through a fourteenth century reconstruction of the Kent countryside to Becket's shrine.

4 Canterbury Urban Studies Centre
St Alphege Lane
Canterbury CT1 2EB Tel: 457009
Publishes trails and worksheets on the city streets and buildings with special reference to architecture and planning issues. Study base available by arrangement. Also changing exhibition programme.

5 Canterbury Archaeological Trust
92a Broad Street
Canterbury Tel: 462062
Carries out excavations throughout the city and publishes guide books and reports.

6 Parish Secretary
St Martin's and St Paul's Parish Office
Church Street (St Paul's)
Canterbury CT1 1NH Tel: 68072
Contact address for organising visits to St Martin's church.

7 Canterbury Youth Hostel
54 New Dover Road
Canterbury CT1 3DT Tel: 462911
Provides accommodation for visiting school parties.

English Heritage Education Service
15/17 Great Marlborough Street
London W1V 1AF Tel: 01 734 6010 Ext 810
Will answer all queries regarding visits to St Augustine's Abbey and other English Heritage sites.

MAP OF CANTERBURY

KEY

I Cathedral Education Centre
2a Canterbury Heritage – time-walk museum
2b Royal Museum and Art Gallery
2c West Gate Museum
2d Roman Mosaic
3 Canterbury Pilgrims Way
4 Canterbury Urban Studies Centre
5 Canterbury Archaeological Trust
6 St Martin's Church
7 Canterbury Youth Hostel
T Toilets
P Picnic Areas

3

Even adults find the remains tantalisingly hard to interpret and if children are to make sense of the site they will certainly need help before their visit. The following suggestions may be useful.

LEARN ABOUT MONASTERIES

The Anglo-Saxon abbey consisted of a series of churches, strikingly arranged on an east-west axis, with the other monastic buildings scattered about at random. However, from the eleventh century onwards the entire site was laid out according to a set pattern.

Portrait of Scribe Eadwine 'the prince of scribes' from a Canterbury manuscript c.1150.

The central building was the abbey church where the monks conducted an almost continuous round of prayer and worship. The cloister, which was a covered walkway around an open court, was attached to this – it is easy to recognise by its square shape. To the east was the chapter house where all the monks assembled for a meeting each day. Other buildings included the kitchen, frater (dining room), dorter (dormitory), reredorter (toilets) and infirmary (hospital). Set at a little distance to the north was an outer court with farms, a brewhouse, bakehouse and cellarer's hall.

Teach the children about these different buildings before their visit and see that they understand what they were used for and how they were arranged. A selection of reference books is given in the bibliography. You will also find a plan of St Augustine's on the inside front cover of this handbook and a number of reconstruction drawings in the first section, 'The Story of St Augustine's Abbey'.

VISIT A CHURCH

Most schools are within walking distance of a church and it is well worth organising a visit. Get the class to study it from the outside first. What building materials are used? Has the church been extended? Is it possible to work out the basic plan from the shape that you see? Explore the inside. Again, concentrate on the layout. Can the pupils locate the nave, chancel, aisles, transepts, main entrance and east window? Get them to make an outline plan and mark their position on it. Ask them to look for specific items such as the altar. You could also consider what might happen if, as at St Augustine's, the church was left to fall into ruins for several hundred years.

DRAW MAPS AND PLANS

Plans are used throughout the trail both to show the route and to describe individual buildings. Ensure that the children are confident that they understand how to use them and give them practice in drawing plans of their own before the visit. The classroom and school buildings are ideal starting points. You might find ***Mapping Skills*** by Tom A. Dodd, Oxford University Press, useful.

PRACTISE USING A COMPASS

Christian churches are always built facing east. Quite why this orientation is favoured remains obscure but it may well be linked with the direction of the sunrise or the position of the Holy Land. Teach your pupils to identify compass directions. Get them to record the wind directions on different days and visit a piece of open land to make notes and drawings on what they can see to the north, south, east and west. They will need to be able to orientate themselves when they visit St Augustine's.

Anglo-Saxon pocket sundial – a simple way of telling the time and identifying compass directions.

IDENTIFY DIFFERENT STYLES OF ARCHITECTURE

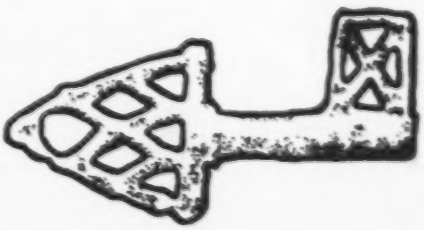
Several styles of architecture are represented at St Augustine's. The early Anglo-Saxon churches, like St Pancras, were based on Roman designs and made from re-used Roman bricks. By contrast, the Norman abbey contained large quantities of stone from Caen in Normandy and Quarr in the Isle of Wight. Later structures incorporated Gothic features such as pointed windows, carved tracery and flying buttresses. Henry VIII used bricks to 'make good' the parts of the abbey he wanted to convert into a palace.

These basic distinctions will be useful in your pupils' 'detective work' on site. You could also experiment with simple structures and forces by getting the children to make arches in different architectural styles. A survey of structures in and around your school can be a useful introduction before venturing further afield.

Note the different windows (rounded and pointed) in this watercolour, c.1780.

FIND OUT ABOUT ARCHAEOLOGY

Before visiting St Augustine's it is important to establish the concept of stratification, or, more simply, how archaeological material accumulates in the soil, the oldest at the bottom, the newest at the top. If possible, visit a dig in your vicinity and talk to the archaeologists. How do they date finds? What clues are they looking for? Can a piece of pottery be reconstructed from a few scattered fragments? Try getting the children to smash a cup and then to reconstruct it, as suggested in the first issue of ***Remnants*** (the journal for teachers published by the English Heritage Education Service). Remember, too, that when the children use the trail they are asked to act as an assistant archaeologist. The more information they have, the easier they will find it to enter into the role.



(right) This key is one of the every day items found on the site. Many of the valuables were plundered especially under the Stuart kings.

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FORMAT

Some of the main events in the history of St Augustine's Abbey are considered in the classwork sheets. These are arranged chronologically, starting with the foundation of the monastery and ending with the Dissolution.

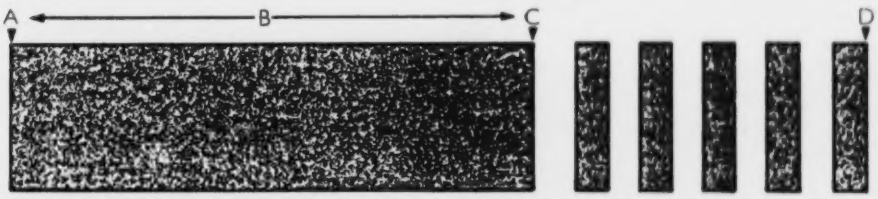
At the top of each sheet there is a key idea or question. This is then explored in detail on the rest of the page. Extracts from original documents have been included where possible. The sheets will also give pupils practice in recording and analysing information.

Some of the sheets are especially suitable for preparation work, others are angled towards follow-up sessions. It is important to use them in conjunction with your visit as they will add significantly to the children's understanding and introduce them to material which they will not see on site. The table below will help you select the sheets that are best for your class.

TITLE	BEST FOR PREPARATION	BEST FOR FOLLOW-UP	MAIN SKILLS
1. History Detective	●		Evaluating evidence
2. Choosing the Site	●		Mapwork
3. Viking Raids*		●	Historical empathy
4. The Estates		●	Mapwork. Using a timeline
5. A Place of Learning		●	Then/Now comparisons
6. Building Materials	●		Analysing Evidence
7. The Monastery Buildings	●		Then/Now comparisons
8. A Monk's Day	●		Change
9. Disputes*		●	Analysing evidence
10. Feasts		●	Computation
11. Income and Expenditure		●	Input/Output diagrams
12. The Dissolution	●		Venn diagram. Mapwork.

*These sheets contain a great deal of information but have a high reading level (about 14 years)

Before using the sheets it might be useful to have a general class discussion about the abbey. When was it built? Who lived there? Why is it in ruins? What purpose did it serve? You could stimulate discussion with the following diagram.



The shaded blocks represent the history of the abbey. Point C is the Dissolution. Point A is the foundation. B shows the period when the abbey was in use. D marks the present day. Ask the children what they think the letters stand for. See if they can put dates to the various points and pose questions which they would like to investigate. Not only will this get the class thinking about the abbey, it will help you to discover which sheets might be most appropriate.

CROSSWORD PUZZLE

The puzzle will give pupils something to do on the coach or train, or in class before leaving school. It consists of a simple exercise in matching descriptions and words, followed by a crossword using the outline silhouette of the Norman abbey church. As well as being fun to do, it will remind them about some of the people who have been important in the history of the monastery and about the buildings they are going to see.

1 HISTORY DETECTIVE

(3) Old maps, prints, books, building stones and tombs.

(4) Buried remains, i.e. archaeological evidence from future excavations.

2 CHOOSING THE SITE

(3) Site 3.
(5) It was close to St Martin's church and had a good water supply. Note, too, that the site is outside the city wall. The Romans buried their dead outside their cities and the early Christians followed this example.

3 VIKING RAIDS

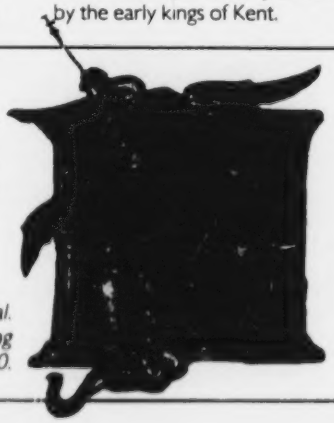
(4) The miracle story is incredible and treachery seems unlikely since Elmer remained abbot for eleven more years. Ransom is therefore most likely but this is only conjecture.

4 THE ESTATES

(2) Five estates.
(3) Thirteen estates.
(6) The seventh century. Note that although the dates of the acquisitions may be forgeries, the monastery was richly endowed, especially by the early kings of Kent.

5 A PLACE OF LEARNING

(1) (a) Pencils, pens, typewriters and word processors (b) Paper (c) Classrooms (d) Teacher/tutor (e) Library/resource centre.
(3) The monastic library contained mostly religious books and legal documents used by the monks as opposed to fiction and general non-fiction.



Decorated initial. St Michael fighting the dragon c.1100.

6 BUILDING MATERIALS

(4) Caen stone.
(7) The Normans did not know how to make bricks.

7 THE MONASTERY BUILDINGS

(3) The abbey included a dormitory and large church while the school consists mainly of classrooms. There is also a considerable difference in scale.

(4) The abbey had to provide for the daily needs of the monks and places for prayer and meditation.

8 A MONK'S DAY

(2) The services were: Matins, Lauds, Prime, Tierce, High Mass, Sext, Nones, Vespers and Compline. The monks rose early, spent much of their time in prayer and followed an ordered routine.

9 DISPUTES

(2) Four disputes.
(3) Five disputes. The rivalry between the abbot and archbishop came to a peak in the twelfth and thirteenth centuries. By appealing to the Pope, St Augustine's eventually established its rights but it cost the monastery dearly.

10 FEASTS

(2) Note the old system of measures. Four quarters made one hundredweight (50 kilos).
(3) Fresh fruit and vegetables. Until the discovery of the New World diet was generally much more restricted than today.
(4) Spices could not be grown locally and had to be brought from Asia.
(5) There is a good selection of medieval recipes, including one for rose water jelly, in ***Food and Cooking in Medieval Britain*** by Maggie Black, published by English Heritage, 1985.

11 INCOME AND EXPENDITURE

(3) By raising rents. The monastery could also have obtained loans, cut down on expenditure or sold some of its treasure. In fact, it did all of these.

12 THE DISSOLUTION

(2) King Henry VIII made use of almost every part of the monastery. Some 350 carpenters and labourers were employed in the demolition and conversion work, and literally hundreds of cartloads of material were sold off to local people.

TAKING YOUR CLASS TO ST AUGUSTINE'S ABBEY

VISIT THE SITE

- Decide on aims and objectives
- Determine main teaching ideas and skills
- Think about the possible outcomes
- Consider how the work relates to the rest of the curriculum

ARRANGE YOUR VISIT

- Make a booking with English Heritage
- Arrange transport and cost the visit
- Send information home to parents
- Find helpers
- Decide what equipment to take
- Plan visits to other nearby sites if appropriate

PREPARE YOURSELF

- Read teachers' pack and other guides to St Augustine's
- Learn about monks and monasteries
- Order supporting books, films or videos for class use

PREPARE THE CLASS

- Use a selection of classwork sheets
- Follow suggestions in preparation section (allow plenty of time)

THE VISIT

- Use quiz on coach or train
- Follow entire trail or selected sections
- Act out some of the role play ideas
- Perhaps visit Great Gate and other nearby sites

FOLLOW-UP WORK

- Discuss the visit
- Use a selection of classwork sheets
- Refer to documents in teachers' pack
- Find out more about monasteries from books
- Visit other related sites

ASSESSMENT

- Assess the visit against original objectives
- Note any unexpected outcomes
- Arrange a display of work
- Consider how you would modify your visit in future

5 TRAIL NOTES

INTRODUCTION

The trail has been designed to help children make sense of the site. It leads them through the jumble of broken down walls in an organised way. The first part (sections 1–6) deals almost exclusively with the medieval monastery, starting with the abbey church and leading out into the cloisters and other buildings. The second part (sections 7 and 8) concentrates on the Anglo-Saxon remains which are much more fragmented and difficult to interpret. A final page presents some archaeological problems which are still unresolved. This shows that our historical knowledge is constantly changing.

Throughout the trail the pupils are asked to look at the site through the eyes of an archaeologist. It is their task to compile a report for the Director of Excavations. In doing so they have to make sketches, use plans, collect data and take measurements. They also have to use their imagination and analyse their findings. The main skills involved in this process are:

Observation and recording
making lists
labelling diagrams
drawing plans
matching words and pictures
locating specific objects
making field sketches and notes
writing descriptions

Analysis
identifying parts of a monastery
identifying building materials
interpreting clues
making deductions and comparisons
identifying compass directions
using imagination
thinking for oneself

The ruins are difficult to interpret and it is important that the class is well prepared before leaving school. See 'Preparing Your Class' for suggestions and also the Classwork sheets. Among other things they explain how the abbey came to be built on its present site, why it was made from a variety of materials and what happened to it at the time of the Dissolution.

Bring as many adults as possible. A ratio of ten to one would be ideal. You might also need the following:

clipboards
cameras
binoculars
a measuring tape
a Bible and basket of bread rolls
a tape recorder

The trail route is quite short (½km) but there is plenty to see and do. You will find the plan helpful. Allow at least an hour and a half for the visit so that the children can complete the work properly, and see that they are wearing suitable shoes before you set out.

ROLE PLAY

Any historic site invites imaginative speculation. What did the monks do at St Augustine's? What did they eat? Where did they wash? One way of answering questions of this kind is through role play activities.

The cloister is a particularly good starting point. You could assemble the children so that they come through the entrance from the nave in a procession. They they could find a carrel of their own and settle down to read or pray. Try to recapture the atmosphere. What would the cloister have looked like? Would it have been comfortable to work in? Which aisle would have been the busiest? Which one warmest?

The frater also offers rich possibilities for role play. Get the children to wash their hands in the lavatorium before they enter. They could then find a place at table, stand to say a private prayer, and say grace together facing east. As this was the main dining room it would make sense for the children to eat something while they are here. You might give them a bread roll each and read a passage from the Bible. (The position of the pulpit is unknown but it would have been on either the north or south wall.)

In other parts of the site you could play taped church music or get the children to perform a chant. The dispute between the abbot and the archbishop offers particularly rich possibilities. Get the children to take on the role of an ordinary monk or novice who knows about the quarrel. This can often be much more effective than concentrating on the main characters and allows pupils to develop a better sense of historical empathy. There may be opportunities to do this work during the visit or it might be better as follow-up. In either event it will add to the experience of the trail.

In many ways St Augustine's Abbey is ideal for a school visit. The ruins are set in a large grassy field; the children can go where they like (as long as they don't climb on the walls) and there is no danger from traffic. If time

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permits, you could extend the visit by looking at the ancient boundary wall in Longport and the two surviving gates in Monastery Street. These are notable sructures but are in private ownership and lie outside the excavated site.

THE NAVE

This was the largest part of the abbey church, 66 metres in length, with aisles on each side. It was built soon after the Norman Conquest by Abbot Wido (c.1090) and remained largely unaltered until the Dissolution.

The nave was tall and lofty with a high roof supported by massive piers. These consisted of a core of rubble faced with ashlar (cut stone). The western end was marked by a pair of fine square towers. There was an altar at the eastern end. The high altar was beyond the choir, even further along the church.

Today, very little remains standing. The north wall is undoubtedly the most impressive and the most interesting. A small part of one of the towers (Ethelbert's Tower) also remains. This survived centuries of pillaging and the last section fell to the ground during a storm in 1822. The print on page 5 shows that it was a magnificent structure and its loss a major tragedy. Nothing else can be seen above ground, although the foundation walls and the bases of the piers (eleven pairs) can still be discerned.

THE NORTH WALL

Like many other parts of St Augustine's, the north wall of the nave is made of a variety of materials. It contains a mixture of flints, ragstone, sandstone, re-used Roman tiles and Tudor bricks. Note also the small blocks of Caen stone from Normandy and Quarr stone from the Isle of Wight. This strange assortment of materials is partly the result of alterations over the centuries. However, it also reflects the general shortage of natural stone in the district which meant that materials were imported originally and re-used later on.

The wall was originally built in about 1090. When the monastery was dissolved it was retained as it formed part of the abbot's chapel which Henry VIII converted to a royal chapel. The large patches of Tudor brickwork mark the points where the wall was made good or extended in 1539. At the same time the rest of the abbey church was rapidly pulled down and the materials sold off. Some went to build Henry VIII's new forts at Sandown, Deal and Walmer, and some to rebuild the walls of Calais.

At ground level there are three blocked doorways. The one on the west (left hand side) has a rounded arch which is typical of the Norman period. The next has a 'Gothic' pointed arch, while the one on the east has a completely flat top. A series of pilasters with typical Norman capitals and bases show how the bays were divided.

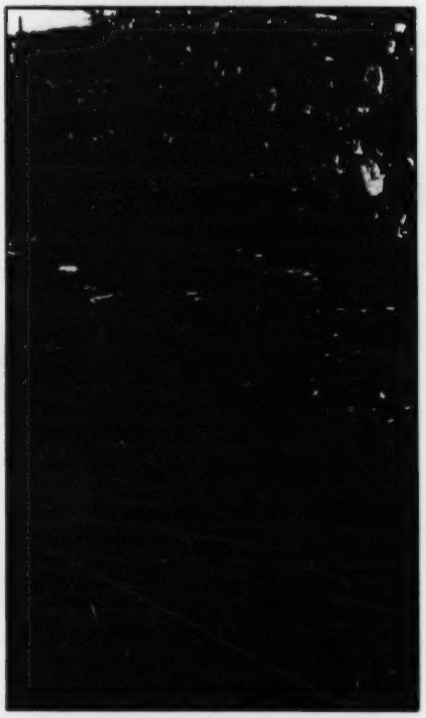
WHOSE GRAVES?

St Augustine's was built as a burial place for the archbishops of Canterbury and the kings of Kent. It served this function for only about 150 years until Archbishop Cuthbert's interment broke the tradition. In later centuries many abbots and some famous people were buried in the church, the most important being St Mildred whose body the monastery acquired in 1027. Outside the church there was a large cemetery for the monks (to the north and east) and the laity (to the south). The entrance to the lay cemetery from the city was marked by a gateway which has now been turned into a private house.

The most important tomb was that of St Augustine himself, the original site of which is marked by a concrete plaque. It stood in a chapel on the northern side of the Anglo-Saxon abbey along with the remains of the other early archbishops. St Augustine's tomb was later covered by a Norman pier but the tombs of St Lawrence (619), St Justus (630) and St Mellitus (624) are clearly visible and are covered by a low shelter. They are a unique reminder of the antiquity of the site and its importance in the bringing of Christianity to southern Britain over 1300 years ago.

All the bodies were moved to new positions when the eastern part of the Norman church was completed in 1091. St Augustine and St Mildred occupied key places in this new assembly of shrines along with other saints and archbishops. The re-interment was recorded in great detail by Goscelin who was a monk at St Augustine's at that time and the arrangement of the altars is shown most clearly in a plan by Thomas of Elmham.

Because of the despoliation of the site following the Dissolution all the saints' bones are now lost, but the position of other tombs can still be seen. There is a fine collection in the south transept which includes Edbald, Lothaire and Withred – all kings of Kent who were buried here after 1091. Elsewhere the tombs of some later medieval abbots can be located, such as Roger II (1272) and John Dygon (1509). These were found intact when excavated earlier this century and included some fine objects as well as bones.



THE CRYPT

The crypt was beneath the choir at the east end of the abbey church. It contained three small chapels connected by a wide walkway or ambulatory. This kind of structure is comparatively rare in eleventh century English churches. As well as following the latest style in France it may well have served a practical purpose by giving extra space for shrines and altars. These were reached by short staircases on the north and south, as they are today.

The crypt must have been dark with a heavy smell of incense in the air. It had a vaulted ceiling and was lit by candles and small windows. Abbot Scotland, the first of the Norman abbots, was buried here under the high altar which was on the floor above. The crypt was paved with large black and yellow tiles. In the fourteenth century the windows on the south side were enlarged to let in more light.

The excavation in 1902 was a major task. The whole area was full of sixteenth century rubble. It had then been covered deep in soil dumped by the neighbouring brewery in the nineteenth century. All the shrines and graves of the saints had been robbed and valuable relics carried away.

Despite these problems the excavation proved worthwhile. The lead coffin of Abbot Scotland was found in the centre of the crypt together with the remains of his chalice and paten. Beside him lay a former abbot, Wulfric I (985–1006). Traces of paintings were found on the walls including a design of heraldic lions in circles. Other finds included pieces of mosaic and painted stones, which probably

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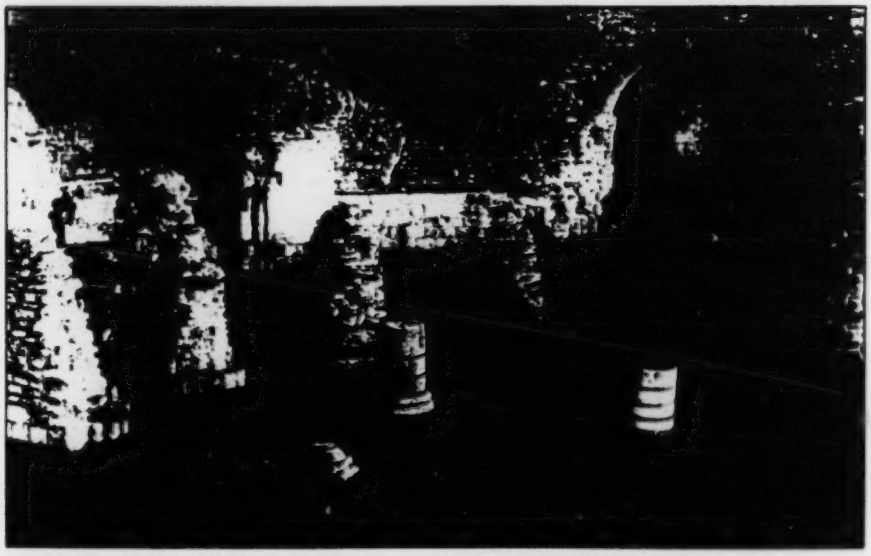
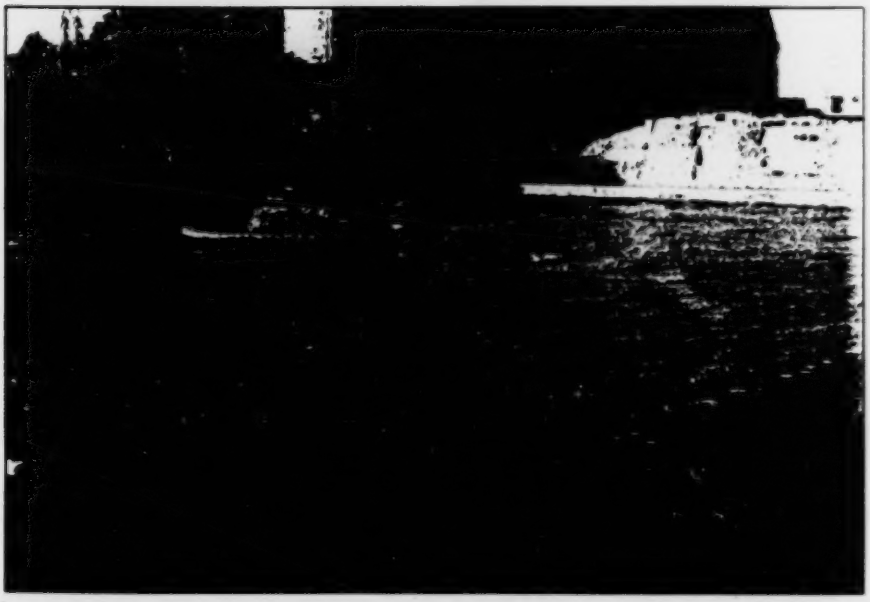


came from one of the shrines in the choir directly above.

Adjoining the crypt on the eastern side is the Lady Chapel. This was built towards the end of the fifteenth century and enlarged under Abbot John Dygon (1497–1510) whose tomb was found within it. Architecturally, the chapel would have been of high-quality, late medieval work with five large windows between buttresses. However, there is little to see, so the chapel is not featured in the trail

THE CLOISTER

When the monks were not at prayer they read, wrote and meditated in the cloister, or did manual labour wherever it was required. They worked in silence and each monk had his own fixed place on the benches which ran right round the sides. Those with special writing duties had a wooden desk called a carrel, probably in the south aisle. The novices, or monks in training, were taught nearby. The cloister was a place of work, but the alleys were also useful as covered passages between the buildings grouped around it. The main route was on the east, linking the church, dormitory, chapter house and frater.



The cloister was rebuilt in about 1276 when Nicholas Thorne was abbot. It consisted of four covered alleys arranged in a square. In the centre there was an open courtyard, perhaps with flower beds. There was also a wash house or lavatorium, the shape of which can still be traced. Here the monks washed before meals. Other remains include a doorway in the southwest corner leading to the abbot's quarters and the outer courts, a stone recess for a book cupboard in the south alley and parts of some seats in the north west corner near the lavatorium.

In comparison with other monasteries, the cloister at St Augustine's was unusually small. Each alley measures approximately 38 metres. The nearby cathedral cloister was considerably larger, as were those at Westminster, Durham and Gloucester. It is also interesting that the cloister was built in the shadow of the abbey church. Usually it would have been sited on the southern side to get the maximum benefit from the sun. The plan was reversed at St Augustine's (and at the cathedral) because of the location of earlier Anglo-Saxon burial grounds.

THE FRATER AND THE KITCHEN

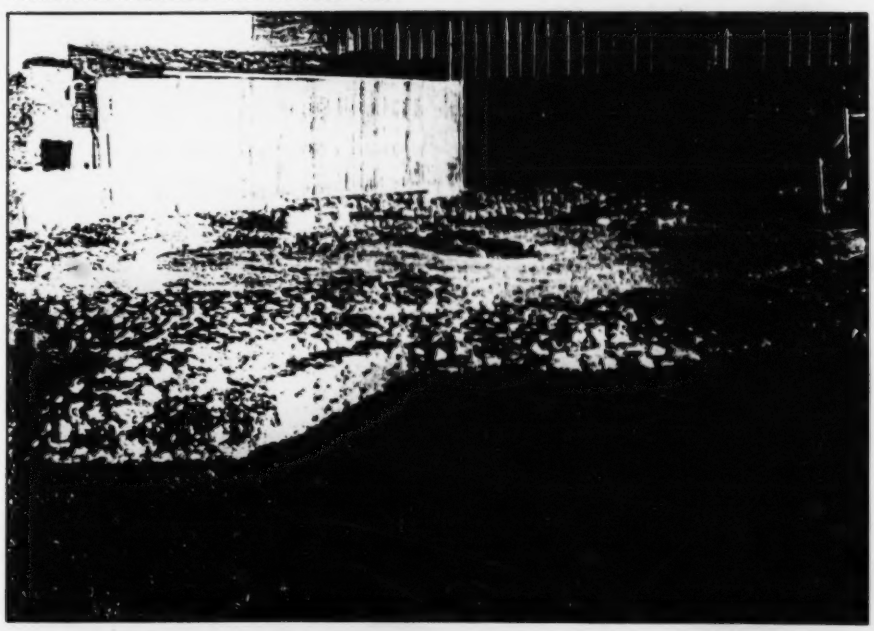
The frater – The monks ate their meals in the frater or refectory. Until about 1275 it was used for all communal meals and no meat was eaten. After this date the rules were relaxed a little and the monks were permitted to eat meat on special occasions in a separate building (the misericord) which was part of the infirmary. Larger celebrations, such as feasts to mark the installation of a new abbot, were also sometimes held in the abbot's great hall. As a result the frater was used less regularly.

Only the lower parts of the walls of the frater now remain. They show that it was a large rectangular building of six bays. The slightly higher floor level at the east end indicates the position of the dais. The main door was opposite the lavatorium directly north of the cloister. At the other end this wall contains lumps of an unusual yellowish stone called puddingstone. The chronicler, William Thorne, tells us that the frater was re-built over a nine-year period (1260–1269) by Abbot Roger II.

The kitchen – Dates from a similar period, begun in 1287 and finished four years later at a cost of £414. It was set apart from other buildings to reduce the risk of fire.

The kitchen was a tall hexagonal structure some twelve metres across with a steep lead roof. It was supported by a thick stone wall and big buttresses, of which the foundations are clearly visible. An open channel marks the end of the old drain which flowed to the north east down the gently sloping site.

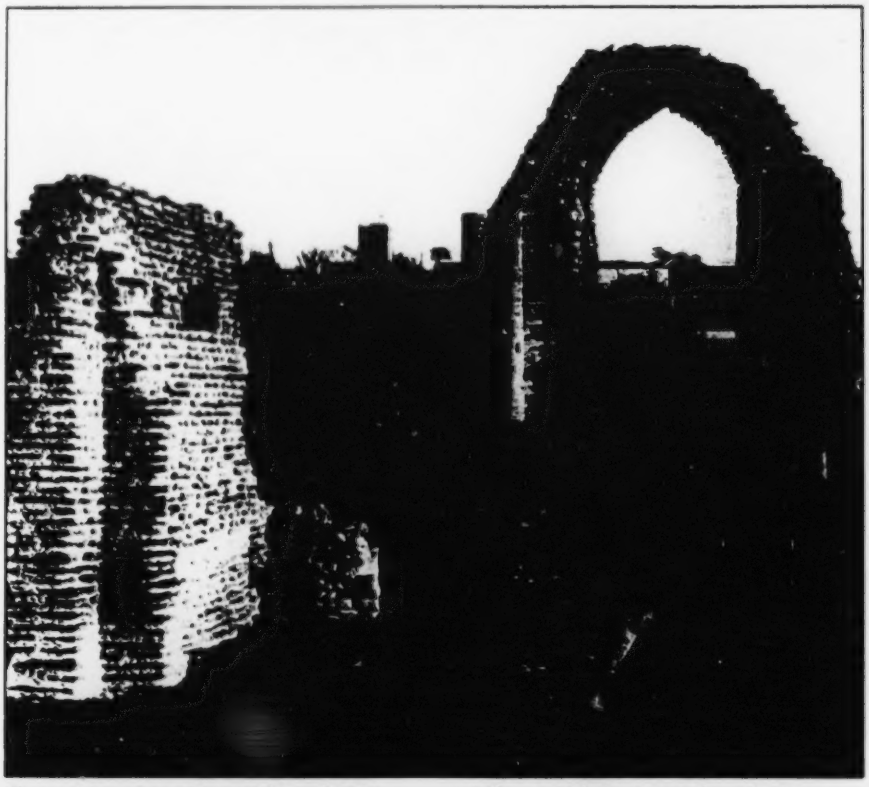
There were probably four open fireplaces for cooking and a number of ovens built into the walls. The equipment would have included an iron tripod for supporting a cauldron, a gridiron, a spit, frying pans, saucepans, a ladle, a flesh hook and a mortar and pestle.



OTHER BUILDINGS

The positions of the other monastery buildings such as the dorter, chapter house and infirmary have also been discovered and recorded. There is little to see and these have now been largely reburied and lie under the playing field to the east. Further afield, traces of the cellarer's hall, brewhouse and bakehouse have been located in the grounds of Christ Church College. As they have now been built over they are also inaccessible.

ST PANCRAS' CHAPEL



The position, size and materials used in this little chapel distinguish it from the other ruins at St Augustine's. It is extremely ancient and probably dates back to the first part of the seventh century. This makes it one of the earliest Anglo-Saxon churches in the country.

The plan resembles other Kentish Anglo-Saxon churches such as Reculver, Rochester and Lyminge. The walls are made of re-used Roman bricks (many of which are broken) bonded with characteristic salmon-pink mortar. The stone columns are also of Roman origin.

The original church consisted of no more than a rectangular nave and round-ended chancel. Later a porch and two side chapels were added, also in Roman bricks. It remained liked this for many years but was again reconstructed in 1387 following a great storm which wrecked the roof, killing a chaplain who had taken refuge inside. The large, square, east end and the pointed window, which dominates the ruin, date from this time.

The site was acquired in 1900 by St Augustine's College and immediately excavations began. Conditions were difficult as a contemporary report relates:

"The greater part of the nave was covered by the wreck of a cottage . . . The area of the chancel had been excavated to a considerable depth and covered with chalk to form a comfortable bed for swine, who here lay sheltered by a roof of rough timber and hopbine. Another foul shelter of like construction abutted on the west end of the cottage."

Excavations at St Austin's Abbey, Canterbury
W.H. St John Hope

The foundations were successfully uncovered, together with a pavement of white cement, about seven inches below the floor of the medieval church.

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WULFRIC'S OCTAGON

The Anglo-Saxon monastery consisted of four churches arranged in a line. The chapel of St Pancras was the most easterly. A similar church, dedicated to St Mary, stood in the middle. Further west was the slightly larger abbey of St Peter and St Paul. Further west again was another small chapel.

When Abbot Wulfric II was elected in 1047 he decided to enlarge and improve the buildings. Within a few years work had begun on an octagonal tower or rotunda linking the church of St Mary with that of St Peter and St Paul. It appears that the design may have been inspired by the rotunda at St Benigne in Dijon, where there is a similar and slightly earlier structure. However, Wulfric died before the building had been completed and the scheme was abandoned amid speculation that his untimely demise was a divine judgement on his grandiose plans.

The rotunda is without parallel in Britain and its presence was completely unsuspected by archaeologists. It was discovered by chance in 1914 when a trial excavation in the choir of the Norman church revealed the circle of stone piers which form the foundations. Understandably, the discovery excited considerable interest, and some puzzlement, when it was first reported.

MORE THINGS TO DO

The higher ground to the south of St Pancras' chapel gives one of the best views of the entire site. Children who complete the trail with time to spare should complete a sketch of the ruins from here. Working from south (left) to north (right) they will be able to see the following:

The Cemetery Gate – built by the sacristan, Thomas Ickham, in 1390. It stands on the line of the old Roman road to Richborough which was diverted south to enlarge the lay cemetery and form the Longport in the twelfth century. The entrance has now been blocked up and the gate turned into a house.

The North Wall of the Nave – one of the best preserved parts of the monastery because it was retained for Henry VIII's royal palace.

The Towers of the Great Gate – date from 1300-9 and survive intact although badly damaged in the bombing raids of the last World War. The gate was the main entrance to the abbey and palace. It was crenellated by royal decree from Edward II.

The Abbot's Hall – used for important ceremonies and occasions. The present building stands on the foundations of the old hall and dates from 1848 when William Butterfield designed it as a library for the Missionary College.

The Dorter Ruins – no longer visible, apart from the north gable end and some great buttresses on the west. Originally it was 88 metres long, which means it was possibly the longest in England.

The trail finishes with a brief look at two archaeological mysteries. The first is the deep hole just south of the processional entrance to the cloister. The second is the pair of monolithic pillars, one standing, the other on its side, at the western end of the nave. In the absence of any documentary or archaeological evidence we can only interpret these remains by comparison with finds from other sites. In venturing their own opinions the children will be using their powers of observation and deductive reasoning as they have been throughout the trail.

ANSWERS TO TRAIL

1 THE NAVE

(1) East. (The north wall is on your left and the south wall on your right.)
(2) The numbers match the descriptions as follows:
(3) paved floor (1) altar (5) stone capitals
(4) tall piers (2) vaulted roof
(3) About ten paces apart.
(4) They are the bases of piers that held up the nave roof. Note the rubble core, ashlar facing and basically square shape. Piers should be distinguished from pillars which are drums of rounded stone.

2 THE NORTH WALL

(1) Rounded doorways and windows are Norman; pointed doorways, Gothic; and brickwork repairs, Tudor. The blocked doorway with the flat top at the east end of the wall is also Norman. It is best viewed from the cloister if you want to date it from visual evidence.
(3) The rounded windows and doorways suggest Norman work (actual date c. 1090).
(4) Tudor brickwork.

3 WHOSE GRAVES?

(1)

Abbots	*Saints*
Hugh III 1224	Augustine 605
Thomas Colwell 1375	Justus 627
Ralph Bourne 1334	Mellitus 624
Roger II 1272	Lawrence 619

Kings	*Others*
Edbald 640	Wulfmeag 1063 (sister of abbot Wulfric II)
Withred 725	
Lothaire 685	
Mulus 686	

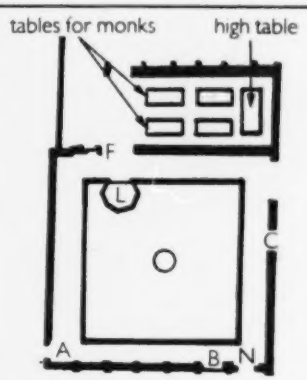
Note that the names of the kings have been Latinised and therefore appear unfamiliar. The tomb of Mulus, king of the west Saxons, presents special difficulties. The inscription reads CINARES MVLI which means 'the ashes of Mulus'. The Anglo-Saxon Chronicle records that in 686 Mulus was burned, together with twelve other men, after ravaging Kent and the Isle of Wight the previous year.

4 THE CRYPT

(1) (a) Norman times (b) This is evident from the pillars (c) To support the weight of the main body of the church above.

5 THE CLOISTER

(1) See locations shown on plan opposite.
(3) Approximately 38 metres.



6 THE FRATER AND THE KITCHEN

The frater
(1) On the raised ground at the east end.
(2) See plan opposite for one possible arrangement.

The kitchen
(3) To make it convenient to serve food. Note that the present ruins show the foundations only. Probable layout – corner door to frater (south), door opposite to back of kitchen (north), and hearths in remaining four corners.
(4) It flowed out.
(5) Probably used as a drain.
(6) Charcoal, cooking utensils, broken pottery, animal bones, paving slabs.
(7) To dissipate heat and let out smells and steam.

7 ST PANCRAS' CHAPEL

(2) Seventh century.
(3) Many were broken in cleaning and re-using.
(4) They came from a nearby building, perhaps a ruined temple.
(5) The chancel.
(7) Thirteenth or fourteenth century (Gothic style). Actual date 1387.

8 WULFRIC'S OCTAGON

(2) Eight blocks.
(3) (a) 2 paces (b) 3 paces (c) 3 paces (d) 2 paces.
(4) Approximately 8 paces.
(5) It was built by Abbot Wulfric II.
(6) To link the church of St Mary with that of St Peter and St Paul and thus provide a fine new abbey church.

FOLLOW-UP WORK

There are many ways of following up a visit to St Augustine's. On a general level it might lead into a project on monks and monasteries. The bibliography (page 25) has been prepared with this in mind. On a more detailed level there may be specific questions about the site which the children will want to investigate. The classwork sheets (pages 26-38) aim to explore some of the most important issues and to explain things which the class will have observed. Further ideas are given below.

MAKE A STUDY OF BUILDING MATERIALS

There is very little natural building stone in East Kent and it is striking how many different materials are used at St Augustine's. Local flint predominates but the pieces are small, irregular and difficult to use. As a result, large quantities of stone were imported from other areas including Kentish rag, marble from the Isle of Wight and limestone from Normandy. Many of the monastic buildings were also constructed from re-used materials. St Pancras' chapel is a particularly good example since it is made almost entirely from re-used Roman bricks.

One way of introducing children to this idea is through the notion of re-cycling. Paper, glass and cloth, for example, are quite widely re-processed. You might also consider how household items are re-used – clothes and toys are handed down from one child to the next and bricks from old walls put into the garden rockery.

You could also consider different methods of construction. Get the children to make walls of their own design. Experiment with rounded and pointed arches. Which is stronger? Work of this kind could be supported by a study of the school building and structures in the local environment, such as bridges.

FIND OUT ABOUT MONASTIC ART

Many fine manuscripts were produced at St Augustine's. The abbey, together with the cathedral, made a distinctive contribution to English art. In the late Anglo-Saxon period Canterbury was one of the few centres of production in the country and, under the influence of the Utrecht Psalter, pioneered a new style of illustration. The medieval stained glass in the cathedral, dating from the period after the great fire of 1174, is without parallel. It may also be that the Bayeux Tapestry was made in Canterbury, possibly at St Augustine's. Certainly it gives prominence to Bishop Odo who had extensive lands and property in Kent.

St Benedict and the monks of Canterbury.

You could ask the class to produce their own versions of monastic art. Choose a religious theme such as a scene from the Old or New Testament, one of the Gospels or the lives of the saints. The children could then produce their own wall painting or stained glass window using black paper and acetate. Manuscripts offer other possibilities. The Canterbury school is noted for decorated letters containing human figures. Originally the drawings were done in brown or red ink, with green and blue coming into use in the eleventh century. In fine manuscripts gold was often used as a background to illuminate the text. Children enjoy producing their own designs and the results can often be very effective.

RE-ENACT THE PAST

The story of St Augustine's is the story of the people who lived there and students enjoy finding out about the details of monastic life. How did the monks spend their day? What did they do? Did they have any rules to obey? By re-arranging the tables and desks you could turn your classroom into a cloister. Individual pupils could then act out some of the activities which took place there. This could lead into other dramatic reconstructions and role play. Over the centuries there have been many colourful incidents which could be used to help animate a study of monastic life. The following documents have been selected with this in mind but they could also be used for first hand historical research.

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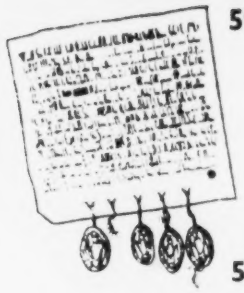
DOCUMENTS



597

St Augustine arrives in Kent

Over against the eastern districts of Kent there is a large island called Thanet . . . Here Augustine, the servant of the Lord, landed with his companions, who are said to have been nearly forty in number . . . Some days afterwards the king came to the island and, sitting in the open air, commanded Augustine and his comrades to come thither to talk with him. He took care that they should not meet in any building, for he held the traditional superstition that, if they practised any magic art, they might deceive him and get the better of him as soon as he entered.

From ***'The Ecclesiastical History of the English Nation'***, Bede 766
Translated by J. Stevens, Dent

597

St Augustine comes to Canterbury

So he (King Ethelbert) gave them a dwelling in the city of Canterbury, which was the chief of all his dominions; and, in accordance with his promise, he granted them provisions and did not refuse them freedom to preach. It is related that as they approached the city in accordance with their custom carrying the holy cross and the image of our great King and Lord, Jesus Christ, they sang this litany in unison: 'We beseech Thee, O Lord, in Thy great mercy, that Thy wrath and anger may be turned away from this city and from Thy holy house, for we have sinned. Alleluia.'

From ***'The Ecclesiastical History of the English Nation'***, Bede 766
Translated by J. Stevens, Dent

1027

Abbot Elstan collects the bones of St Mildred from Minster

Furnished then with royal authority (from King Cnut) Abbot Elstan and three companions proceeded to Minster, entered the church secretly at dead of night, opened the tomb, and, transferring the relics to a linen bag, made the best of their way home to Canterbury. Their errand, however, was very nearly a fruitless one, for the villagers, discovering what was their intention, armed themselves with weapons and clubs and started in pursuit, hoping to intercept the body-snatchers before they reached the arm of the sea which then separated Thanet from the mainland. In this they were not successful, for the Abbot and his comrades jumped into the ferry-boat, the only craft that was available, and bore their spoil off in triumph, leaving the disappointed natives to return empty-handed. The relics were afterwards enshrined in the choir of their abbey church, in front of the high altar.

From ***'A History of St Augustine's Monastery'***, R.J.E. Boggis, Cross and Jackman, 1901

1070

Abbot Scotland receives permission from the Pope to build a new church

This man (Abbot Scotland) after he, like the rest of his predecessors, had been established in his monastery, when he began to put forth his great mind to the building of his church now further to be lengthened, was sorely troubled by the work already standing and awkwardly extended; he was troubled also by the narrow space for the proposed plan. He was afraid moreover of the judgement of the mother of God against the previous abbot for her church which he had overthrown. (Abbot Wulfric II who pulled down part of the Saxon church died of disease) . . . In the midst of these anxieties he is carried off to Rome on a royal embassy to pope Alexander. There, after the king's business had been settled, he receives from the same pope counsel and benediction concerning the translation of the saints (and) the pulling down and building up of his basilica according to his own wishes.

From ***'The Translation of St Augustine the Apostle'***, Goscelin, 1091
Translated by W. St John Hope, 1915

The Life of the Monastery was governed by the Rule of St Benedict

Chapter 22 How the Monks are to Sleep

Let them sleep each one in a separate bed. Let their beds be assigned to them in accordance with the date of their conversion, subject to the abbot's dispositions. If it be possible let them all sleep in one place. . . . There shall be a light burning in the dormitory throughout the night. Let them sleep clothed and girt with girdles or cords, but not with their belts, so that they may not have their knives at their sides while they are sleeping, and be cut by them in sleep. Being clothed they will thus always be ready, and rising at the signal without any delay may hasten to forestall one another to the Work of God; yet this with all gravity and self-restraint. . . . When they rise for the Work of God, let them gently encourage one another, on account of the excesses to which the sleepy are addicted.

From ***'The Rule of St Benedict'***,
Translated by J. McCann, Sheed and Ward 1970

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Detailed rules also governed mealtime behaviour

In the refectory the monks preserved their respective places. They had to wash their hands before entry and each say the *De profundis* while taking his place;

At the sound of the skilla (bell) grace is begun. The monks stand facing east. At the end of the grace the reader approaches the step before the high table and asks the blessing. . . . No noise is to be made; for instance, if there are nuts, they are not to be cracked with the teeth, but a monk is to open them privately with his knife, so as not to disturb the reader. . . . His ears are always to be attentive to the reading and his heart fixed on his heavenly home. He eats with his head covered with his hood.

From ***'The Customary of Saint Augustine's Abbey'***, Translated by R.J.E. Boggis, 1901

1330 **Peter Dene, a priest who temporarily became a monk, escapes from the monastery**

And before midnight, throwing off his monk's habit he (Peter) went out secretly with the said boy. . . . Thus they got across to the wall opposite the church of St Martin, throwing a stone over the wall by pre-arrangement. There John, rector of the said church, and two others, having three horses ready, set two ladders against the abbey wall and putting up another ladder, let it down into the garden of the said Peter; and he with the boy, climbed it and got over the wall . . . His flight being discovered, many people were sent to diverse places, near the sea and elsewhere to make inquiries, to hunt and to search . . . And at length it was discovered that he was at Borne.

From William Thorne's ***'Chronicle of St Augustine's Abbey, Canterbury'***, Edited by A.H. Davis, 1934

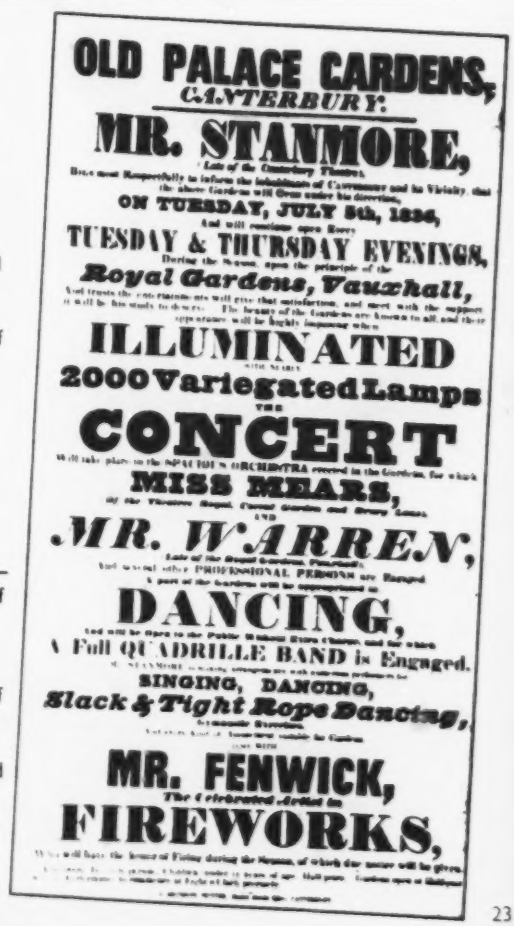
1538 **The monastery surrenders to Henry VIII**

Be it known unto you that we, the aforesaid Abbot and monks, having unanimously and with one consent deliberated together, and acting with full knowledge and on our own initiative, because of certain good and sufficient reasons which have particularly influenced our minds and consciences, have entirely of our own free will given and granted, and by this deed do give, grant, yield up and confirm unto our most illustrious Prince and Lord, Henry VIII, by the grace of God King of England and France, Defender of the Faith, Lord of Ireland, and on earth supreme Head of the Church of England, all our said monastery, house or abbey . . . together with all our dues, cattle and moveable goods whatsoever appertaining and belonging to us.

From ***'Monasticon'***, Dugdale, 1655

1793 **The remains of the south west tower of the abbey are pulled down**

The huge fragment of antiquity in Canterbury, situated to the left of Ethelbert's Tower, and within the precinct of St Augustine's monastery, which had withstood the shocks of the elements, and the corroding hand of Time, in a very inclined position, for many ages, was a few days ago pulled down; but so strong was the cement of the materials it consisted of, that the united efforts of 200 men were scarcely sufficient to accomplish it. When it fell, its weight was so immense that the ground


OLD PALACE GARDENS,
CANTERBURY.
MR. STANMORE,
Late of the Canterbury Theatre,
ON TUESDAY, JULY 5th, 1836,
TUESDAY & THURSDAY EVENINGS,
Royal Gardens, Vauxhall,
ILLUMINATED
2000 Variegated Lamps
THE
CONCERT
MISS MEARS,
AND
MR. WARREN,
DANCING,
A Full QUADRILLE BAND is Engaged.
SINGING, DANCING,
Slack & Tight Rope Dancing,
MR. FENWICK,
The Celebrated Aerial
FIREWORKS,

Poster advertising entertainments in the abbey grounds 1836.

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shook for a considerable distance round. It is composed of chalk and flint in irregular layers, cemented so firmly, as to be nearly as hard as a solid rock. Three private men belonging to the Surrey militia, now in barracks there, contracted to remove it for the value of the materials, which they have sold for one shilling the cart-load, for mending the highway. It is supposed there are not less than 500 loads, exclusive of the rubbish.

From ***'The Gentleman's Magazine'***, July 1793

1901

An archaeologist describes the site

The whole of the eastern part of the church had been levelled to the ground, so that there were practically no remains of it visible; a large deep hole had been dug down to the crypt for the purpose of extracting building material and (possibly) objects of interest and intrinsic value; and about twenty years ago earth was deposited on the site to the depth of many feet taken from the ground devoted to the erection of a neighbouring brewery. . . . We have also found, as might have been expected, that graves have been disturbed, relics carried away, and shrines plundered.

From ***'Excavations at St Austin's Abbey, Canterbury'***, C.F. Routledge Archaeologia Cantiana XXV 1902

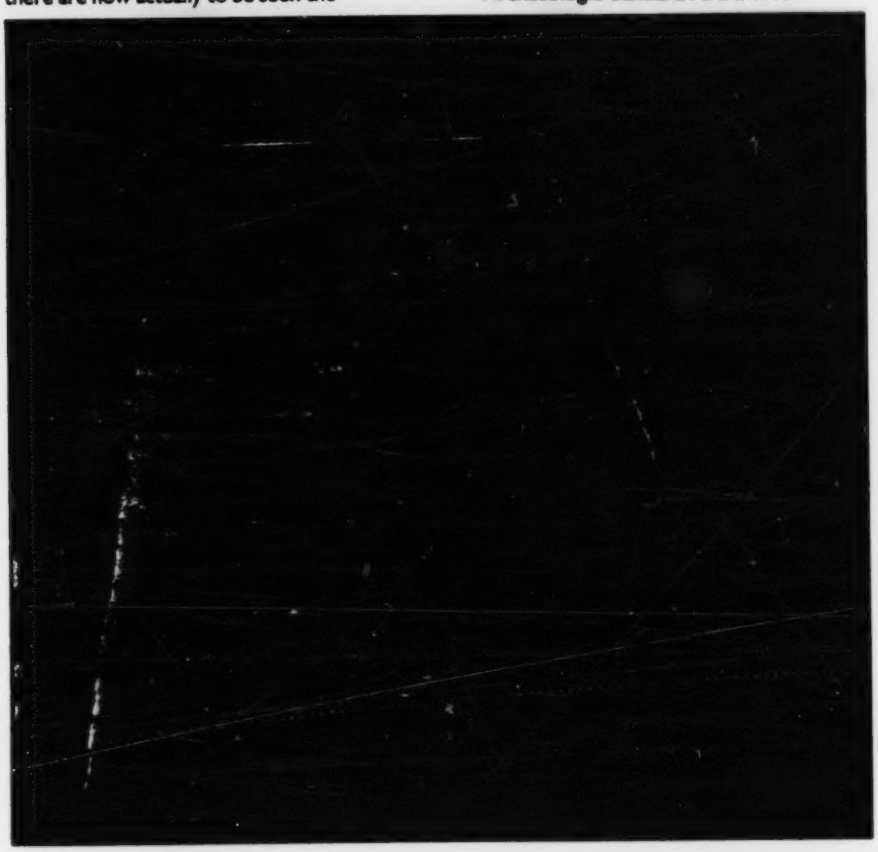
1915

Some exciting discoveries are reported by an early archaeologist

But the recovery of the plan of Abbot Wulfric's round tower, as we may perhaps call it, does not exhaust the recent discoveries. . . . Within the last few weeks it has been possible to extend the earlier operations westwards and to clear up our puzzle, and with most surprising results; for there are now actually to be seen the veritable remains of the despoiled tombs of Archbishops Laurence, Mellitus and Justus. . . . The tombs of the three archbishops lie in a row, as described by Goscelin, against the base of a thin outer wall built of Roman bricks and plastered within and without.

From ***'Recent Discoveries at St Austin's Abbey, Canterbury'***, W. St John Hope Archaeologia Cantiana XXXI 1915

Seal of St Augustine's abbey.



The grave of Abbot Roger II as discovered in 1918. The skeleton was covered with fragments of a chasuble (robe) with a ring on the right hand and the withered remains of a crozier.

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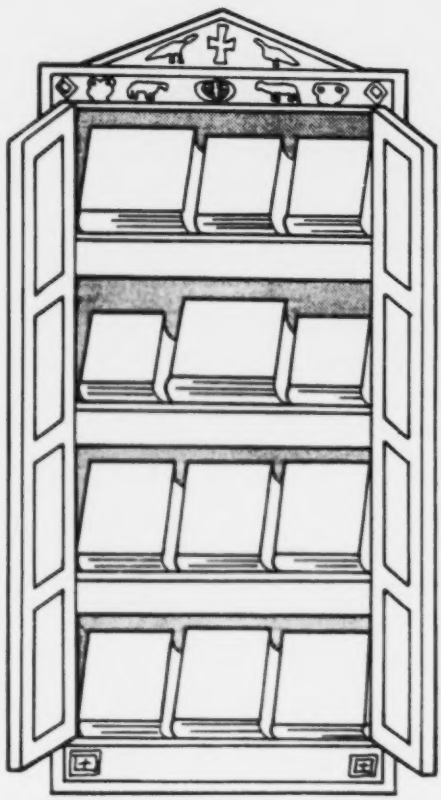
Building an Abbey-Rievaulx, Colour, Free loan 1987
English Heritage
PO Box 43
Ruislip
Middlesex
HA4 0XW
Tel 845 1200



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History Detective

CLASSWORK SHEET 1

What clues can historians use to trace the story of St Augustine's abbey?

1 **These pictures show things that can still be seen in Canterbury today. Label each one using the list below.**

Barton Court pond One of four ponds where the monks used to fish.

Street name plate Tells us that the abbey once owned land here.

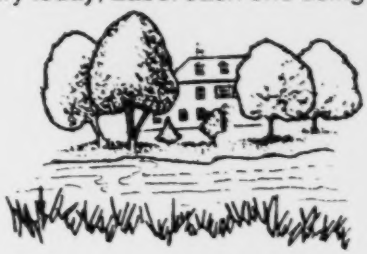
Blocked doorway Marks the line of an old Roman road.

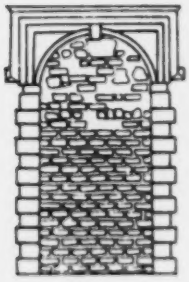
Ancient manuscript Spells out some of the abbot's privileges (rights).

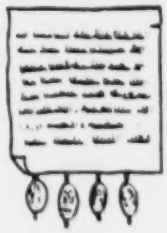
Old boundary wall Shows the edge of the abbey lands.

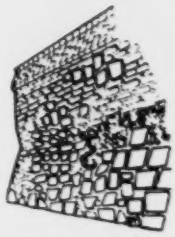
Chantry Cafe Stands on the site of a chantry (chapel) belonging to the abbey.

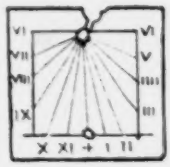
Sundial One of the buried remains found in the abbey ruins.

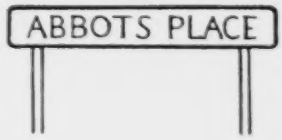












2 Think about each clue in turn. Write it in the correct column in the table below.

Ruins above ground	Place names	Buried remains	Written evidence	Any other

3 What other clues might tell us more about St Augustine's? Add them to your list.

4 Which of these five types of evidence might be added to, in the future?

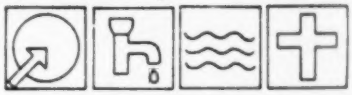
Choosing the Site

CLASSWORK SHEET 2

What was special about the site where St Augustine built his monastery?

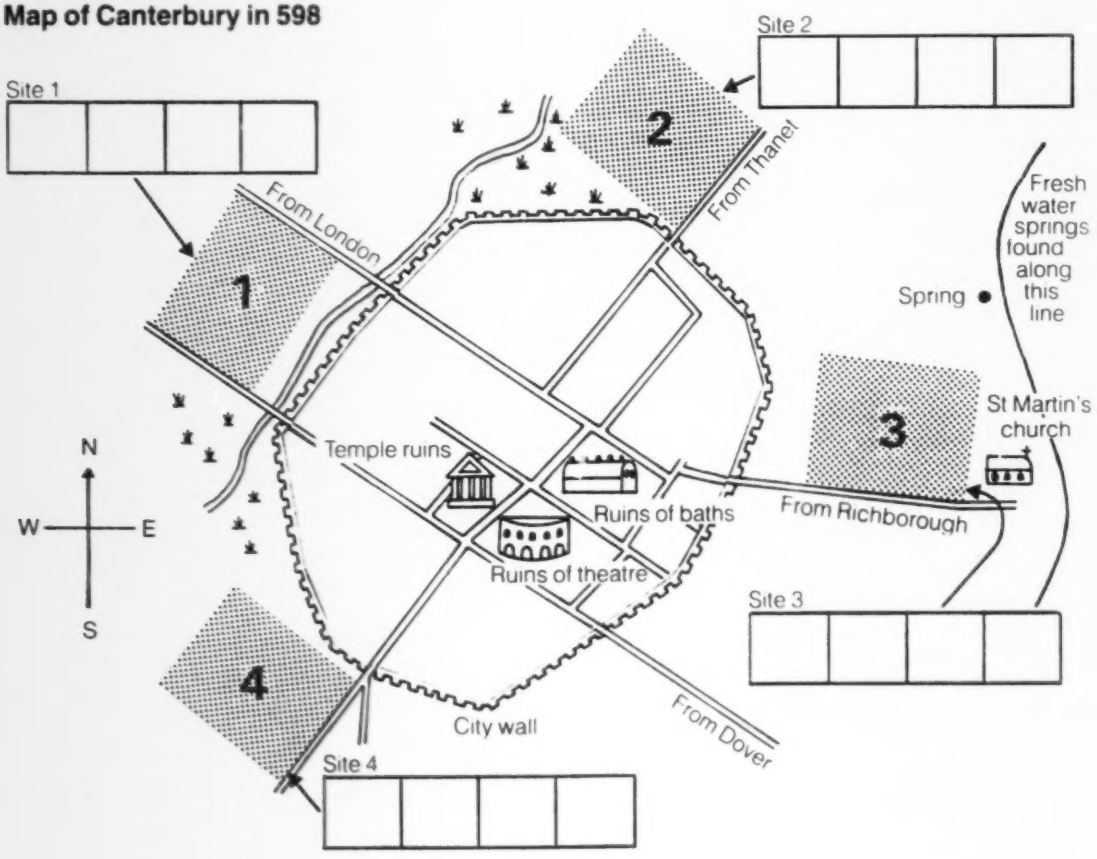
1 Colour the symbols in the key opposite.

2 The map shows three sites St Augustine might have chosen. Think about each one in turn and draw the symbols which fit it best in the boxes.



Close to the city | Near drinking water | Safe from floods | Near a church

Map of Canterbury in 598



3 Which site would St Augustine have passed on his way from Richborough? .....

4 A monk called Bede tells us that St Augustine chose a site "not far from the city towards the east, as it were midway between the church of St Martin and the walls of the city". **Find this site and colour it.**

5 Explain why he chose this place rather than the other sites you have studied.

.....

.....

.....

.....

Viking Raids

CLASSWORK SHEET 3

In the ninth and tenth centuries the Vikings raided many parts of England. They attacked the monasteries especially because of their wealth.

1 Using the picture opposite make your own drawing of a Viking warrior. Label the different weapons and armour.

2 Imagine you are a monk at St Augustine's. Describe what you saw and did during an attack. The extract below might help you.

"Many relics of the saints and precious jewels were hidden in different places nor were they in his (Abbot Elmer's) time taken away again: for the memory of the places was become extinct."
Edward Hasted (1801)

3 In the year 1011 the Vikings laid seige to Canterbury and eventually captured the town and cathedral. Yet St Augustine's was saved. Why? Here are three explanations written after the event.

(a) Miracle
"Some of the Danes approached the tomb of St Augustine and secretly carried away the pall (cloth covering it). The pall clung to the thieves and could not be removed until they had confessed their guilt. This so terrified the rest of the Danes that they became one of the monastery's chief defenders."
William Thorne's Chronicle (1397)

(b) Treachery
"And then in this year (1011) they beseiged Canterbury and got inside by treachery for Elmer betrayed it."
Anglo-Saxon Chronicle (c.1050)

(c) Ransom
"The monastery either suffered from their violence or at least purchased its peace . . . especially in the year 1011 when Abbot Elmer was suffered (allowed) to go away unhurt: because as may reasonably be thought, he had ransomed himself and his abbey."
Edward Hasted (1801)

4 For each explanation say briefly what happened. Then decide if it is true or false.

	Miracle	Treachery	Ransom
What happened?			
Conclusion (True or False)			

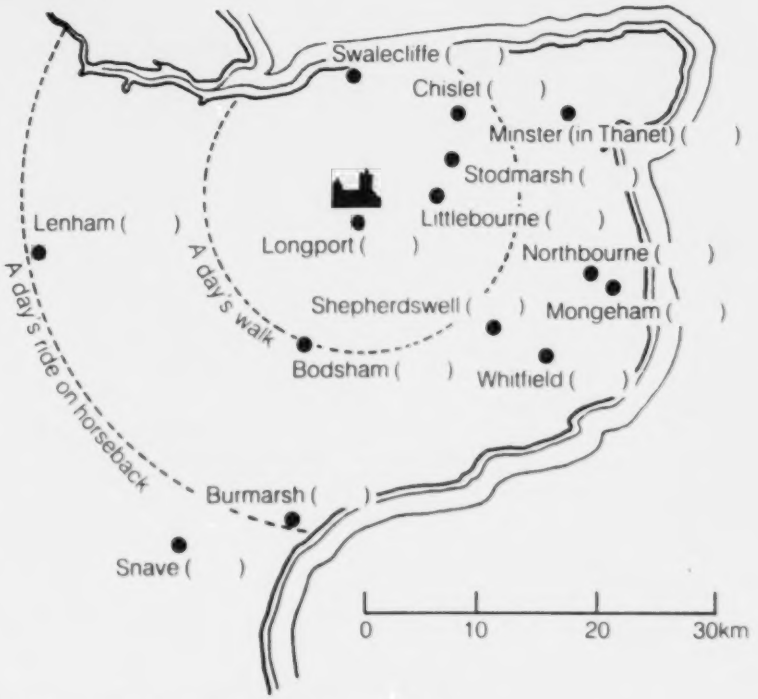
The Estates

CLASSWORK SHEET 4

St Augustine's obtained most of its estates before the time of the Norman Conquest. Many were gifts from the Kentish kings.

1 The list below shows when St Augustine's might have acquired its main estates. Write the date next to the correct place on the map.

Bodsham 689
Burmarsh 866
Chislet 605
Lenham 850
Littlebourne 690
Longport (Canterbury) 605
Minster (in Thanet) 1027
Mongeham 761
Northbourne 618
Snave 844
Shepherdswell 844
Stodmarsh 675
Swalecliffe 946
Whitfield 764

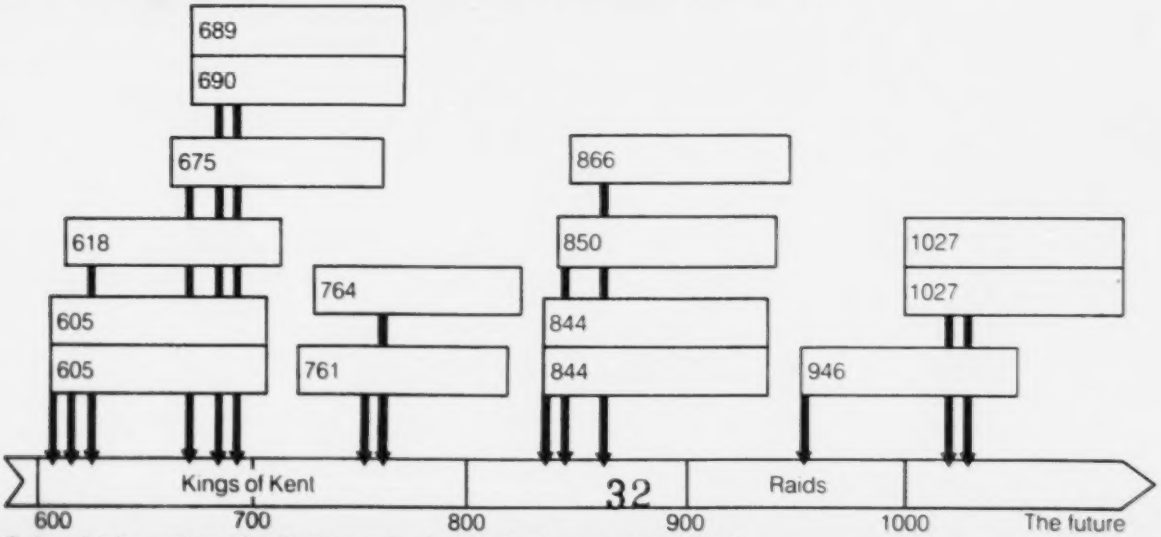


2 How many of the estates are within walking distance of the monastery? .....

3 How many of the estates are within a day's ride? .....

4 Colour the map. Use one colour for the area that was within a day's walk and another colour for the area within a day's ride.

5 Show the order in which the estates were acquired on the timeline below.



6 In which century did St Augustine's obtain the most estates? .....

A Place of Learning

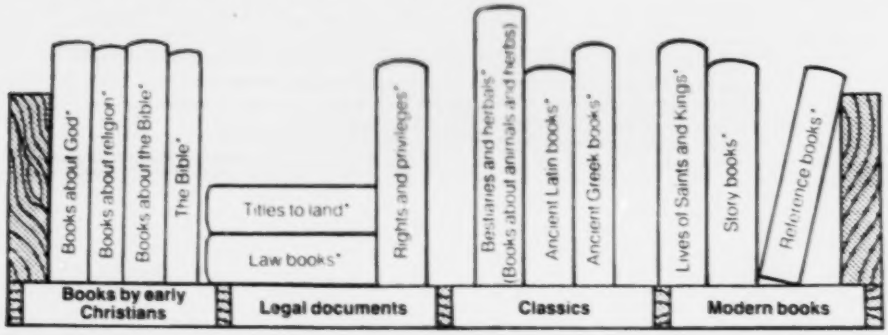
CLASSWORK SHEET 5

In the years before the Norman Conquest St Augustine's was one of the most important centres of learning in Britain.

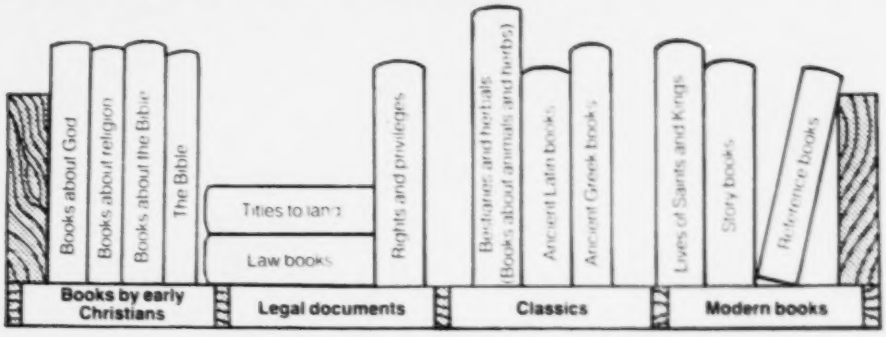
1 Complete this survey comparing ways of learning in monasteries and schools.

	Monk at St Augustine's	Modern school child
(a) Writing implements	stylus	
(b) Writing materials	parchment or vellum	
(c) Places of work	in a courtyard	
(d) Instructors	a senior monk	
(e) Further resources/ information	in the library	

2 There are many different types of books on the shelf. Colour the ones marked with an asterisk. These would have been found in St Augustine's library.



3 Now make a similar survey of books in your own library or class. Think in turn about the Bible, books by early Christians, legal documents, classics in Greek or Latin and modern books. Put a star against the ones you can find and colour them.



Explain the differences or discuss them in your class.

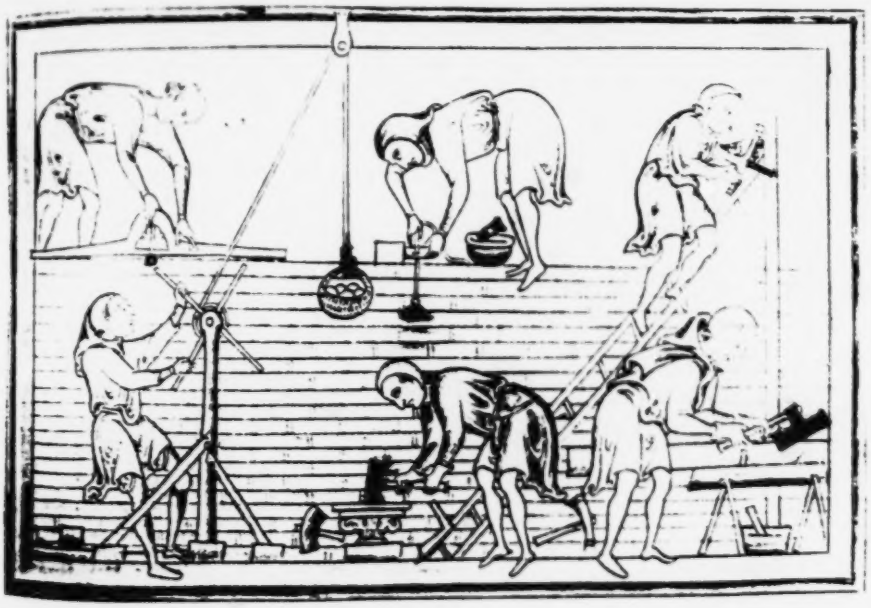
4 The library at St Augustine's was checked once a year. These were the rules:
"On the Monday after the first Sunday in Lent, the Librarian ought to have all the books brought together and laid out on a carpet . . . Next let each brother return his book: and let him who is conscious of not having read the book fall down on his face, confess his fault, and pray for forgiveness." **(Lanfranc's Statutes for the Order of St Benedict)**

CLASSWORK SHEET 6

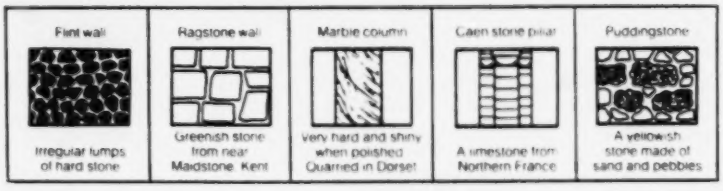
Building Materials

Why did the Normans bring stone from distant places when they built St Augustine's?

1 Use arrows and labels to show the tools and equipment that the stone masons are using.
axe, ladder, trestle, winch, pulley, plumb line, level, drill, basket of mortar



2 Colour this series of drawings of building materials.


Flint wall
Irregular lumps of hard stone
Ragstone wall
Greenish stone from near Maidstone, Kent
Marble column
very hard and shiny when polished Quarried in Dorset
Caen stone pillar
A limestone from Northern France
Puddingstone
A yellowish stone made of sand and pebbles

3 Look at the table opposite. Add up the totals for each material.

4 Which one scores best?

.....

5 Can you think why flint was used so widely at St Augustine's?

.....

6 Add brick to the table. Try to decide its *'best use'* and *'convenience'*.

7 Discuss why the Normans did not use brick.

	Best use				Convenience			
Material	Columns	Carvings	Corners of walls	Face of walls	Local	Fairly cheap	Cuts well	Total
Flint				•	•	•		
Ragstone			•	•		•	•	
Marble	•	•					•	
Caen Stone	•	•	•	•		•	•	
Puddingstone				•		•		

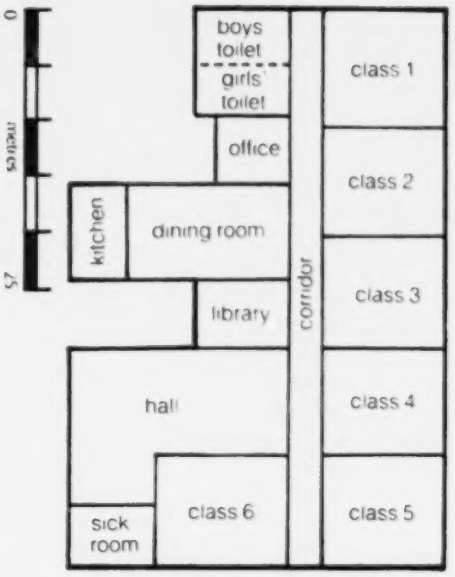
The Monastery Buildings

CLASSWORK SHEET 7

How does the plan of a monastery compare with that of a school?

1 Complete the code boxes using a different colour code for each activity.

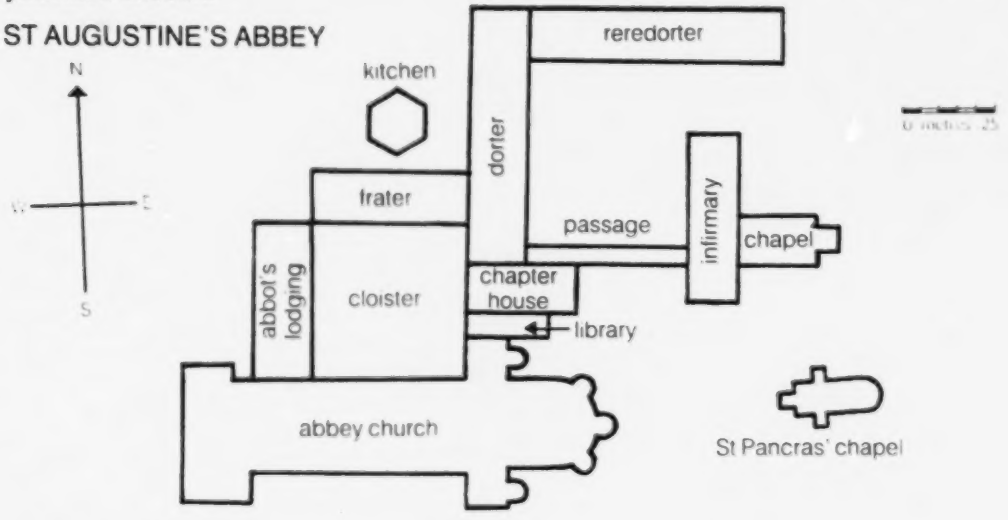
Activity	Code	School	St Augustine's
work		classroom	cloister
eating		dining room	frater
cooking		kitchen	kitchen
assembly		hall	chapter house
church services			abbey church/ chapels
going to the toilet		toilets	reredorter
illness		sick room	infirmary
reading		library	library
sleeping			dorter
walking		corridor	passage
administration		office	abbot's lodging



WEST VIEW PRIMARY SCHOOL

2 Colour the plan of West View primary school and St Augustine's monastery using the code you have chosen.

ST AUGUSTINE'S ABBEY



3 What are the main differences you notice between the two plans?

.....

4 How can you explain them? .....

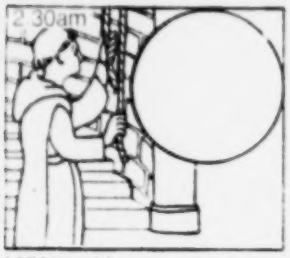
.....

CLASSWORK SHEET 8

A Monk's Day

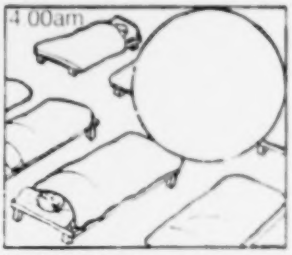
The monks at St Augustine's followed a daily routine of prayer and praise. How does your day compare?

1 The main events in a monk's day are shown below. Make drawings in the small circles of the things you might be doing at the same time. Colour and label them.



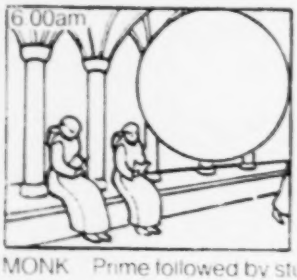
MONK Matins and Lauds

ME .....



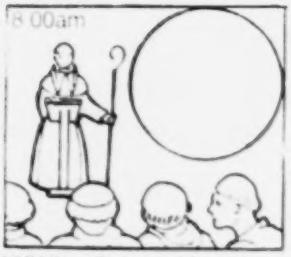
MONK Back to bed

ME .....



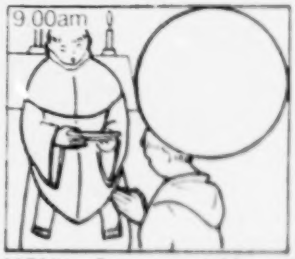
MONK Prime followed by study

ME .....



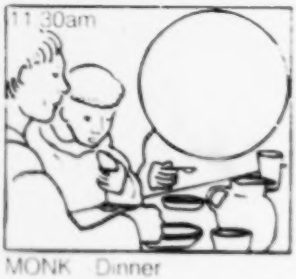
MONK Chapter Meeting

ME .....



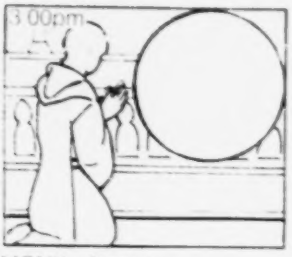
MONK Tierce, High Mass, Sext

ME .....



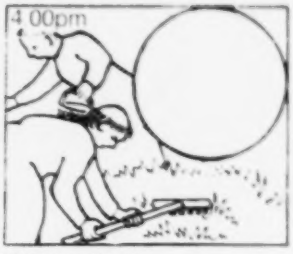
MONK Dinner

ME .....



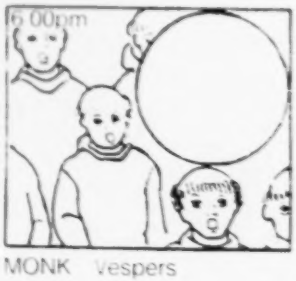
MONK Nones

ME .....



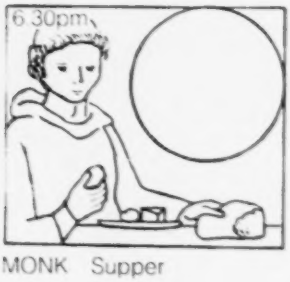
MONK Work

ME .....



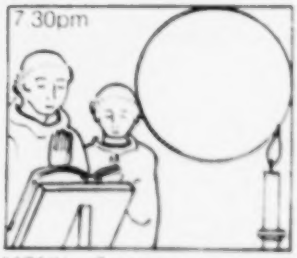
MONK Vespers

ME .....



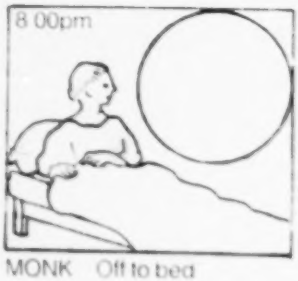
MONK Supper

ME .....



MONK Compline

ME .....



MONK Off to bed

ME .....

2 On a separate piece of paper list the services the monks attended. How does your routine differ?

Disputes

CLASSWORK SHEET 9

We know from manuscripts and chronicles that St Augustine's was involved in a long-lasting quarrel with the archbishop and the cathedral authorities.

1 Look at the disputes listed below. Decide if each one is solved by appeal to the Pope, force or the use of law. Colour the correct answer box using the same colours throughout.

Date	Dispute	Solution	Solution reached by		
			Appeal to Pope	Force/ violence	The law/ discussion
1087	Breaking tradition, the archbishop chooses a new abbot himself. The monks 'go on strike' and sit down near the castle.	The archbishop forces the monks to give in when they get hungry at dinner time.			
1151	Abbot Sylvester refuses to accept the authority of the archbishop.	The Pope commands him to accept. Seven bishops act as witnesses.			
1163	The monks elect a new abbot but the king appoints someone else (Clarembald) instead.	Eventually the monks appeal to the Pope who makes Clarembald leave.			
1176	Abbot Roger I refuses to swear obedience to the archbishop.	He appeals to the Pope who says he doesn't need to do it.			
1212	Abbot Alexander refuses to accept the authority of the archbishop.	The archbishop appeals to the Pope but loses his case when his documents are proved to be false.			
1283	The abbot complains that monks from Canterbury cathedral have built a quay and a house on his land at Fordwich.	Judges are asked to settle the matter according to the law. The house and quay are pulled down.			
1289	The king invites the archbishop to dinner at St Augustine's. The monks feel threatened and protest.	The archbishop refuses to reassure the monks. They won't give way so the archbishop doesn't come to dinner.			
1318	Rebellion by 600 armed men in Thanet complaining about heavy taxes.	The king's soldiers are called in to put down the trouble.			
1330	A priest called Peter Dene, who temporarily became a monk, wants to return to normal life. He escapes over the wall using ladders.	Peter is captured and brought back to St Augustine's.			
1509	The abbot puts up a hedge blocking the path along the quay at Fordwich.	The Lord Warden of the Cinque Ports asks the abbot to unblock it.			

2 How many disputes are solved by the Pope? .....

3 How many disputes are between the abbot and the archbishop? .....

4 Make a similar survey of disputes in your school. Write down what they are and how they are solved. Which is used most often; force, an appeal to a teacher or some other form of agreement?

Feasts

CLASSWORK SHEET 10

Feasts were given at St Augustine's when a new abbot was appointed or when the king or important visitors came to stay.

1 The table shows the costs of 6000 guests in 1309. Write these in the correct column.

2 Total the amounts spent on meat, spices, other food, drink, equipment and payments. Then check that they equal the total for the first column.

Item	Cost (in £s)	Meat (animals and birds)	Spices (e.g. pepper)	Other food (e.g. grain)	Drink	Equipment	Payments
53 quarters of wheat	19 00						
58 casks of beer	17 50						
11 tuns of wine	24 00						
20 quarters of oats	4 00						
spices	28 00						
300lb of wax	8 00						
500lb of almonds	4 00						
30 oxen	27 00						
100 pigs	16 00						
200 sheep	30 00						
1000 geese	16 00						
463 chickens	4 00						
34 swans	7 00						
600 rabbits	15 00						
1000 earthenware pots	0 75						
spoons and knives	8 25						
9600 eggs	4 50						
saffron and pepper	1 75						
fuel	2 50						
cloth	4 00						
for making tables	1 75						
given to the cooks	6 00						
musicians	3 50						
TOTAL							

3 What types of food are missing which we consider necessary today?

.....

Can you think why?

.....

.....

4 Discuss why spices are so expensive.

5 Describe or draw some of the things you might have seen at the feast.

Income and Expenditure

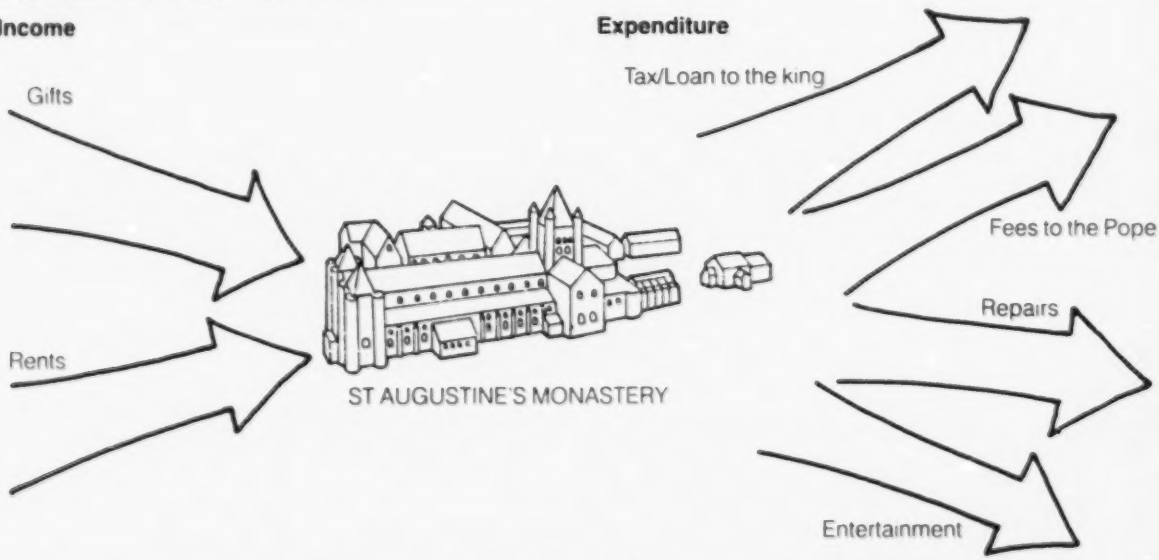
CLASSWORK SHEET 11

Although St Augustine's had a good income from its estates, it gradually became poorer and poorer.

1 For each entry in the list below, decide if money is coming in (income) or going out (expenditure). Then tick the correct column.

Date	Item	Income		Expenditure			
		Gifts	Rents	Tax/loan to king	Fees to the Pope	Repairs	Enter-tainment
1309	Feast for 6,000 people						
1322	Gift of 5 books to the library by Peter Dene						
1360	Various loans to Edward III						
1363	Gift of a manor to the abbey by Juliana de Leybourne						
1375	Fees to the Pope to confirm new abbot						
1380	Gift from Thomas Ickham for new buildings						
1382	Restoration of window after earthquake						
1389	Fees to Pope to confirm Abbot Welde						
1538	Rent from estates						
1550	Tax to the Pope						

2 Colour the abbey in the diagram below. Then write *one* example of each type of income and expenditure in the correct arrow.



3 How do you think the monastery might have increased its income? In what other ways might it have got out of debt?

.....

.....

4 Make up a similar table and diagram showing the money you receive and spend.

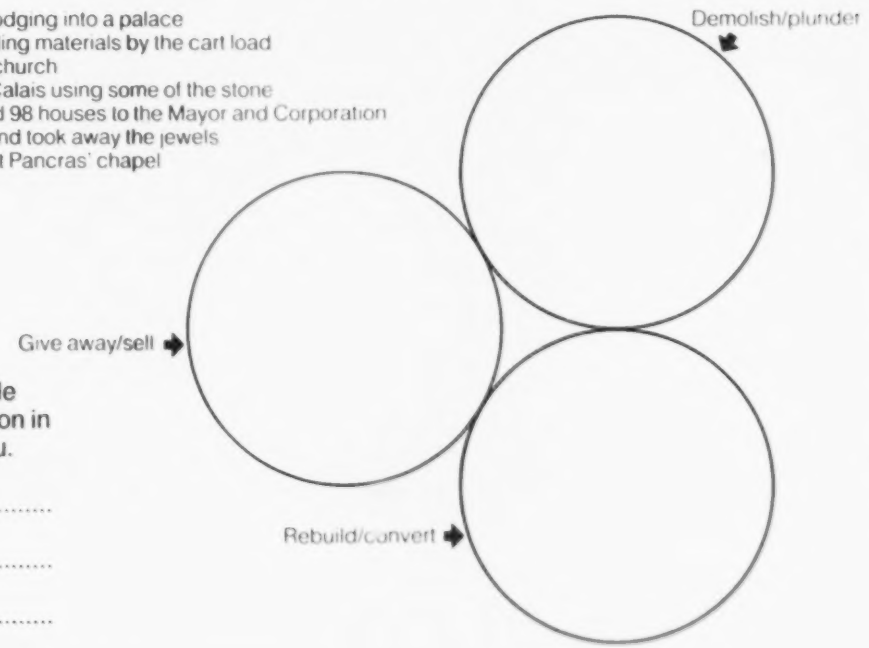
The Dissolution

CLASSWORK SHEET 12

What did Henry VIII do with the empty buildings at St Augustine's?

1 The list below describes some of the things the king did. Write each one in the correct circle.

He converted the abbot's lodging into a palace
He sold the stone and building materials by the cart load
He demolished the abbey church
He rebuilt the city walls of Calais using some of the stone
He sold the abbot's mill and 98 houses to the Mayor and Corporation
He destroyed the shrines and took away the jewels
He stripped the tiles from St Pancras' chapel



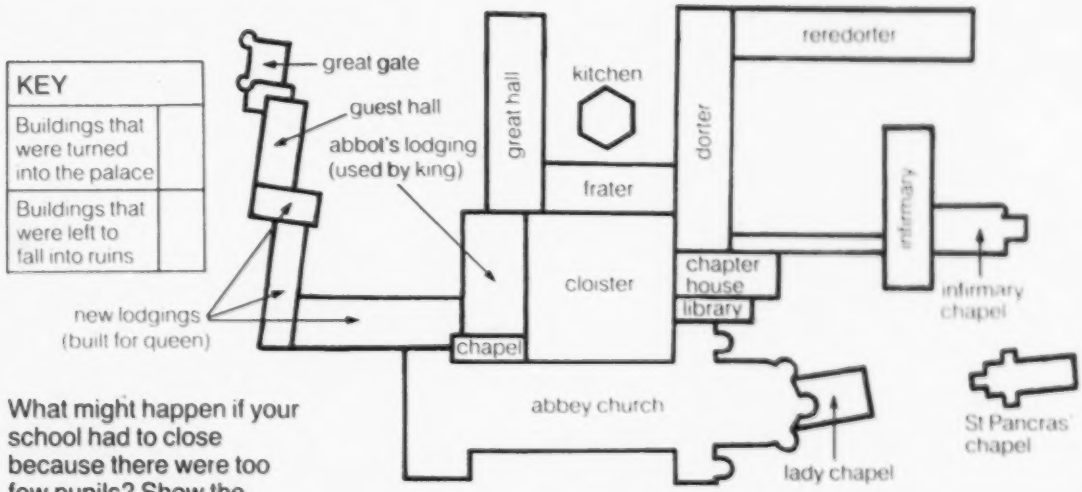
2 Did the king put St Augustine's to profitable use? Use the information in the diagram to help you.

.....

.....

.....

3 Now colour the key using two colours. Use one for the buildings that were turned into the royal palace (the abbot's lodging, great gate, great hall, kitchen, chapel, guest hall and new lodgings for the queen). Use the other colour for the rest of the buildings. These were either plundered or left to fall into ruins.



4 What might happen if your school had to close because there were too few pupils? Show the possibilities in a diagram and then on a plan.

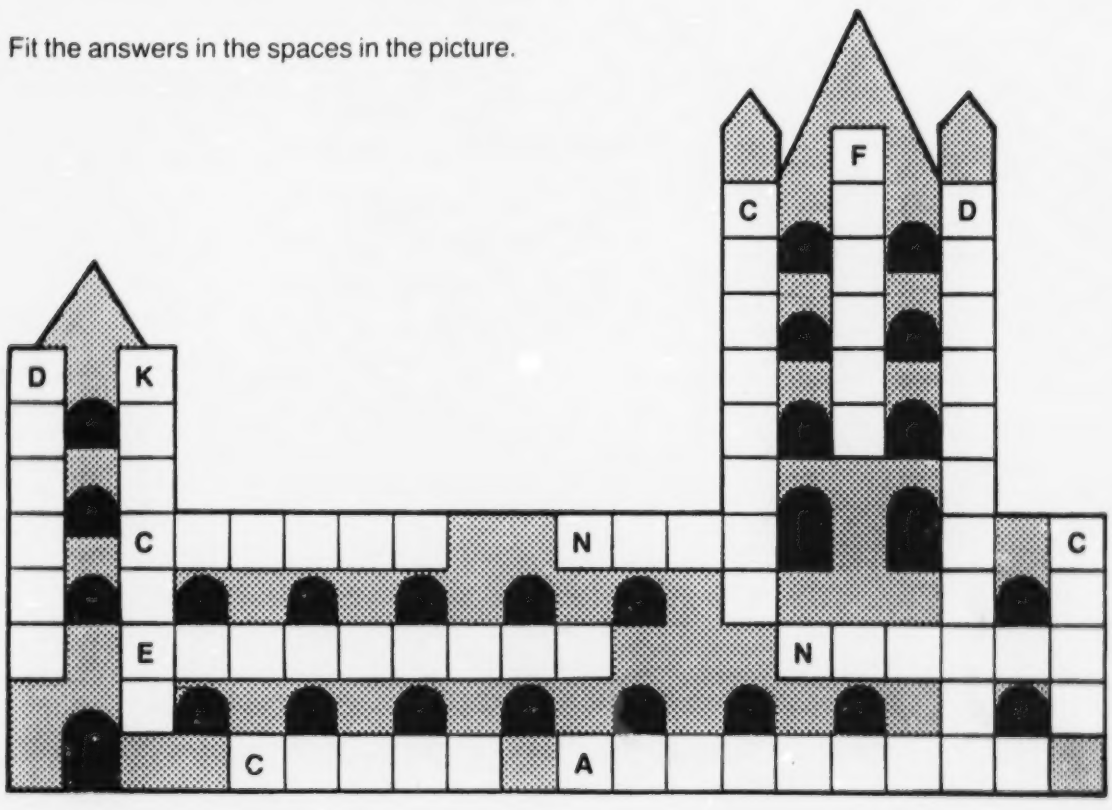
CLASSWORK SHEET

Crossword Puzzle

1 Using a ruler, draw coloured lines linking each clue with the correct answer.

I brought news of Christianity to Britain.	Novice
I am square and am open in the middle.	Kitchen
I am learning to be a monk.	Augustine
I am half buried in the ground and have three shrines.	Ethelbert
I am the first of the Kentish kings buried at St Augustine's.	Carrel
I am a wooden desk where a monk worked.	Crypt
I am hot and smoky and stand on my own.	Cloister
I am busiest during the night.	Caen
I am a place in Normandy where building stone comes from.	Dissolution
I am long and have piers on either side.	Frater
I am the place above ground where the monks eat their dinner.	Dorter
I am the last thing that happened at St Augustine's Abbey.	Nave

2 Fit the answers in the spaces in the picture.



St Augustine's Trail

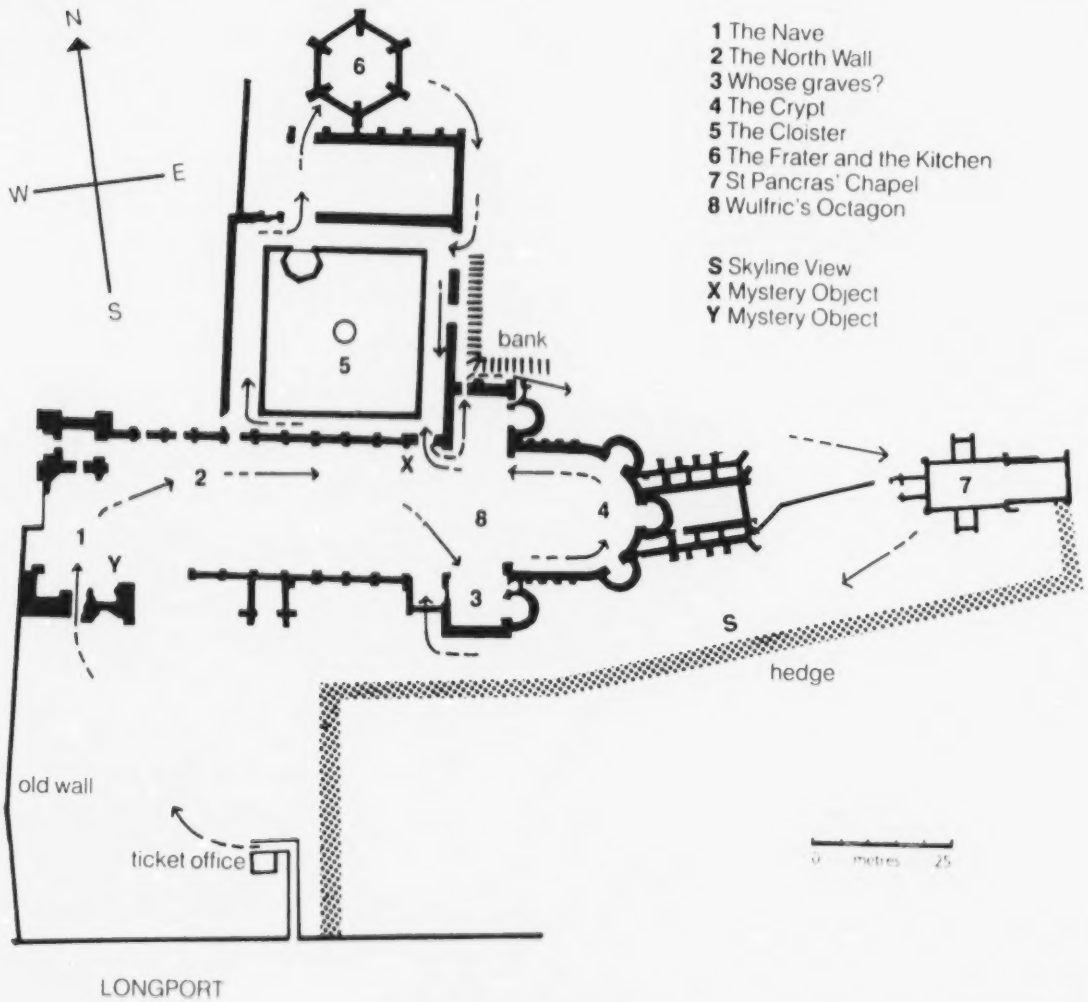
TRAIL SHEET

As you go round the trail imagine you are an archaeologist. It is your job, as Assistant to the Director of Excavations, to:

describe the ruins
recognise clues
puzzle out what they mean.

Begin by writing your name on the top of the sheet. Then check the route you are going to take on the plan. The numbers show the stopping places.

Plan of the Trail



1 The Nave
2 The North Wall
3 Whose graves?
4 The Crypt
5 The Cloister
6 The Frater and the Kitchen
7 St Pancras' Chapel
8 Wulfric's Octagon

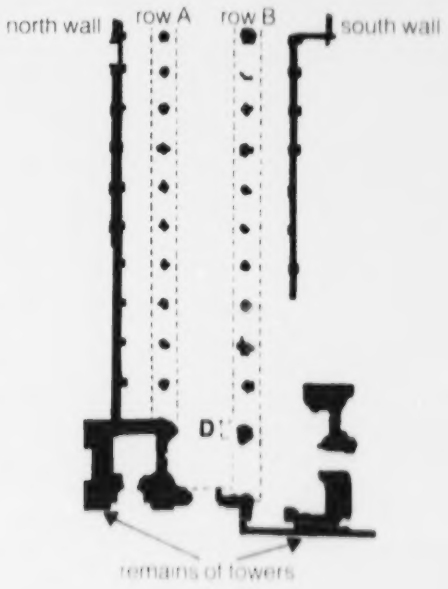
S Skyline View
X Mystery Object
Y Mystery Object

You are going to begin your survey in the nave. Walk down the gravel path and across the grass to the west (left) end of the ruins.

TRAIL SHEET 1

The Nave

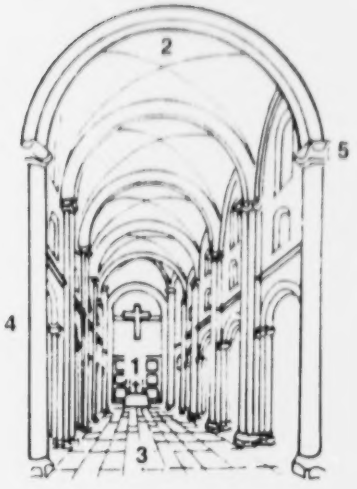
1 Here is a plan of the nave. Find the place marked **D** between the remains of two old towers.



In what direction are you facing?

.....

2 The Director has made this drawing of the nave. Help him to finish it by matching the numbers with the descriptions.



..... paved floor

..... altar

..... stone capitals

..... tall piers

..... vaulted roof

3 All you can see now are some mounds of stone. The Director has marked these on the plan (row A and row B).

How many paces apart are they?

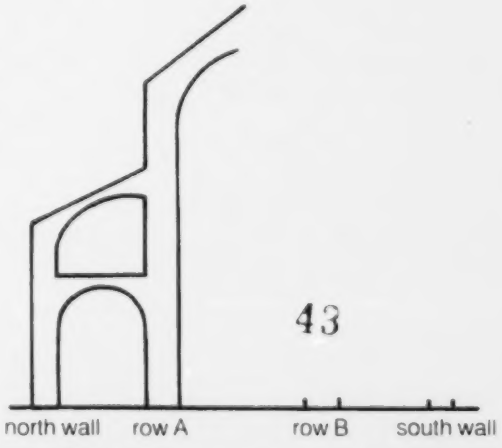
.....

4 Each mound in row A matches a mound in row B. What do you think they are?

.....

.....

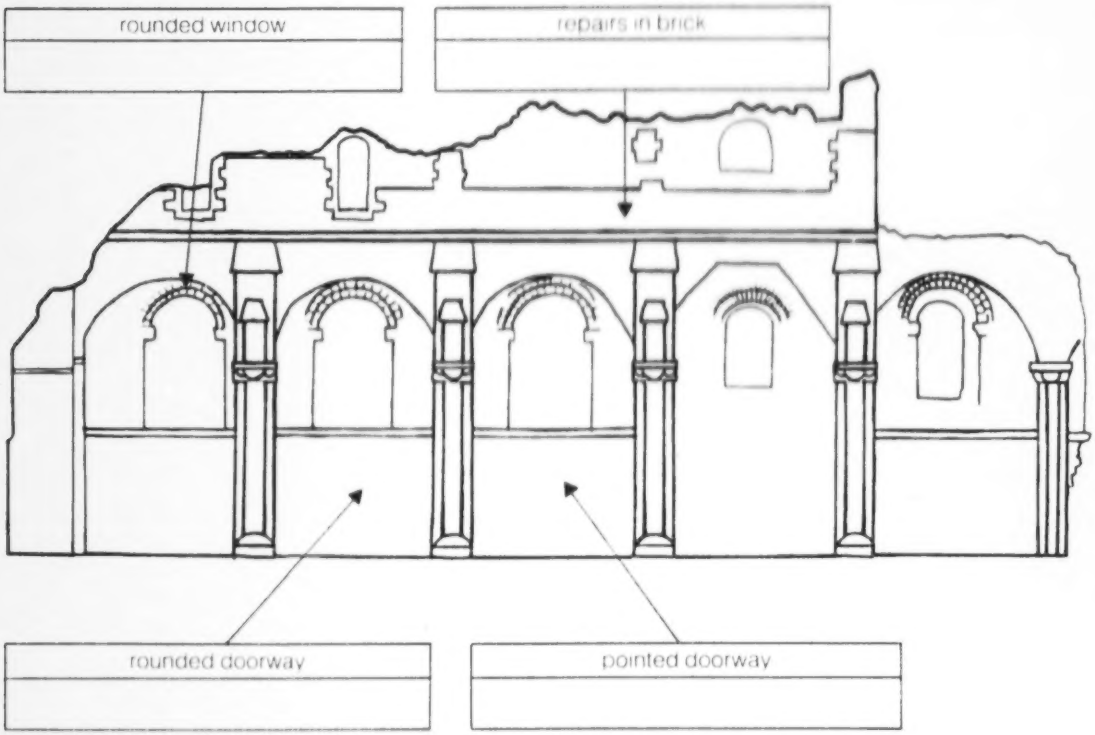
5 Complete the 'cut-away' drawing of the nave opposite.



TRAIL SHEET 2

The North Wall

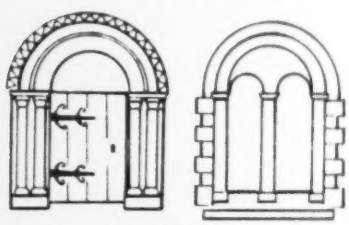
1 The Director wants you to make a study of the north wall. Begin by making careful drawings, on this picture, of the three blocked doorways. Then colour the patches of brickwork.



2 People built in different ways at different times in the past. Using the key, complete the labels by giving possible dates for different parts of the wall.

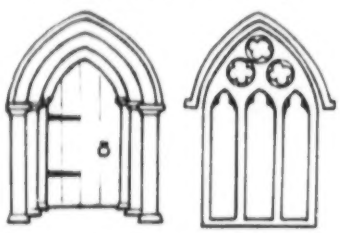
KEY

Norman work (1070 - 1175)



rounded windows and doors

Gothic work (1175 - 1300)



pointed windows and doors

Tudor work (1485 onwards)

brickwork

3 When do you think the wall was first built? .....

How can you tell? .....

4 What can you see which tells you that the wall was repaired in Tudor times when it was used in the king's new palace?

.....

Explore the rest of the nave but do not go down any steps yet.

TRAIL SHEET 3

Whose Graves?

Many people were buried in the church. The Director wants to know who they were. Find out by exploring the ruins but don't go down any steps yet.

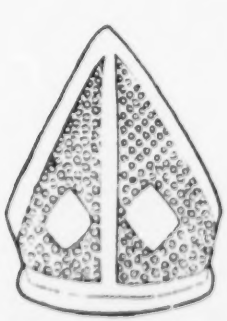
1 Make a list of abbots, saints and kings. Give their names and, if possible, the dates when they died. If you are uncertain about any of them put them on the 'others' file.

Abbots	Saints (and archbishops)

Kings (clue: look for REX, the Latin for king)	Others

2 The Director has now decided he needs to record all the graves in the church. Help him by making detailed drawings of one or two of them. Use labels to say where you found them and what they are made of.

BEST COPY AVAILABLE



This lead mitre (hat) was found in Abbot John Dygon's grave

Now go down the steps into the Crypt.

The Crypt

TRAIL SHEET 4

1 Explore the crypt, then complete this page from your notebook.

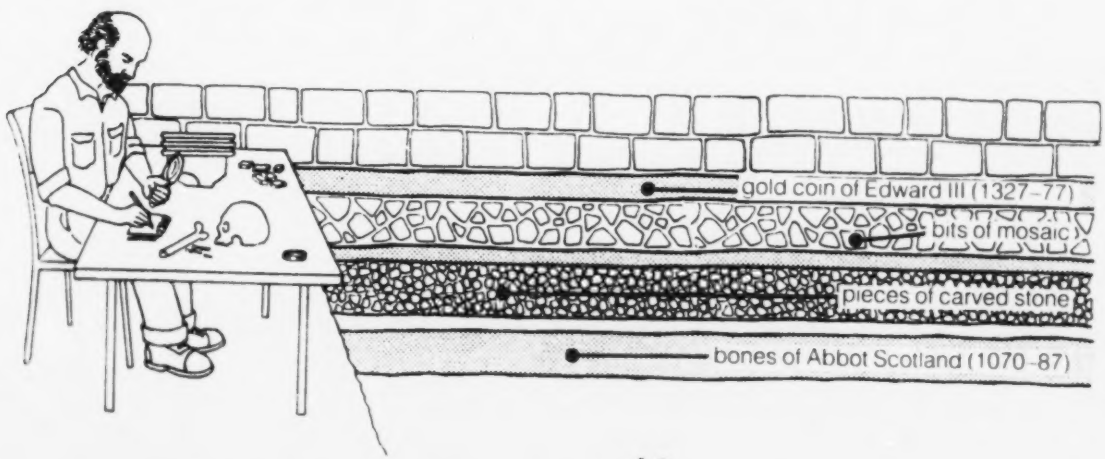
Drawing	Description	Condition (broken/complete?)	Period
	Stone bracket	Well preserved but chipped on the edge	Not known
	Wall painting		Medieval
	Old floor tile		Medieval
	Stone marking Abbot Scotland's tomb		Modern
			Norman

(a) In which period do you think the crypt was built? .....

(b) Why? .....

(c) Can you think why the crypt had so many large piers? .....

2 Someone else in your team is sorting finds from the crypt. Draw lines from the table to the correct label in the soil.



Leave the crypt by the steps on the north (right) side.

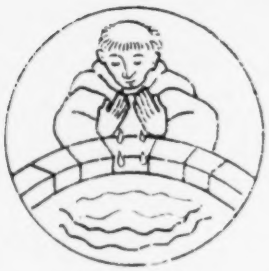
TRAIL SHEET 5

The Cloister

1 One of your team has just drawn a plan of the cloister. See if you can find the places listed and mark them on the plan using their initial letter.

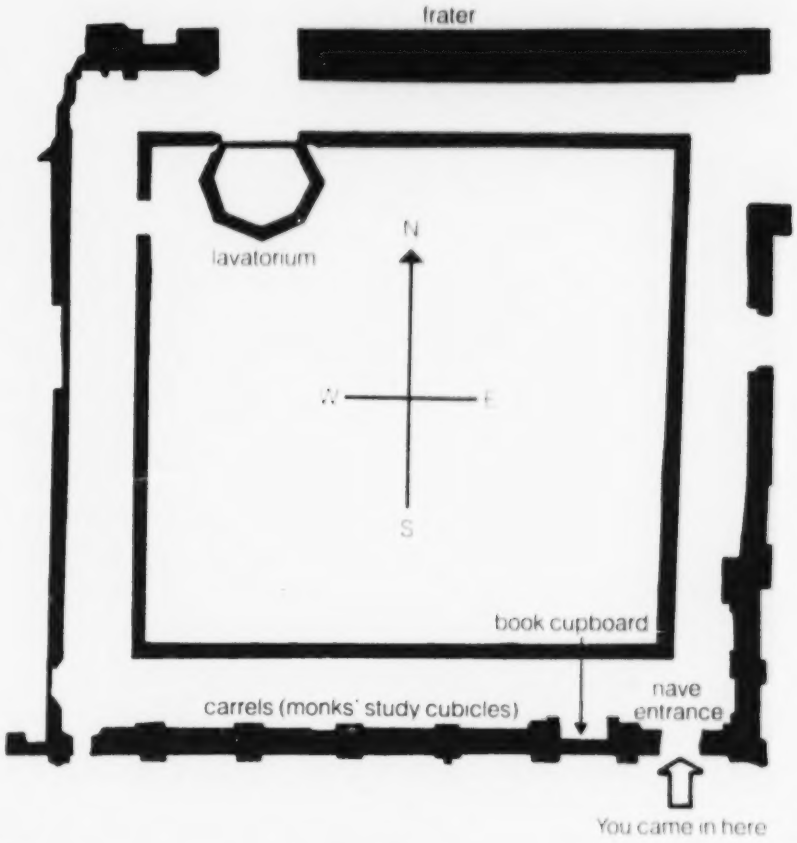
L lavatorium (for washing hands before meals)
F frater (dining room) entrance
C chapter house entrance
A abbot s lodging entrance, with much decoration (south west corner)
B book cupboard in south alley (now contains a seat)
N nave entrance with steps up (for processions)

2 Draw lines linking each drawing to the place it fits best.



lavatorium

carrel



book cupboard

main entrance

3 Measure one side of the cloister by using a tape or pacing from side to side. Write your answer on the plan.

Leave through the doorway to the frater.

TRAIL SHEET 6

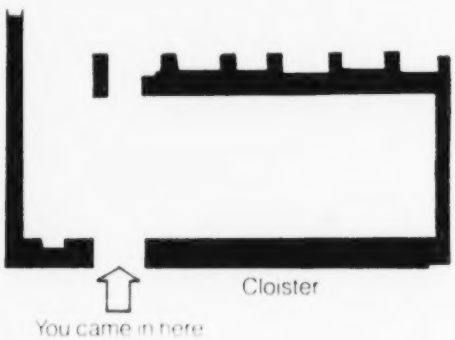
The Frater and the Kitchen

THE FRATER

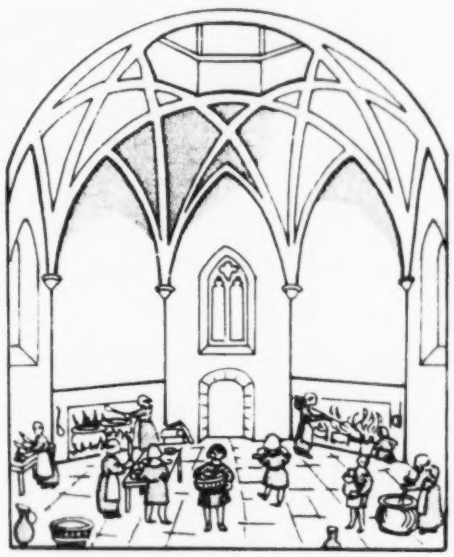
You have discovered this drawing of some monks eating their dinner.

1 On the plan draw the high table for the abbot, important monks and guests. Label it.

2 Mark tables for 60 monks in the rest of the space.



Your survey now takes you to the kitchen.



THE KITCHEN

The Director thinks that this six-sided building was the kitchen.

3 Why do you think it was built next to the Frater?

.....

4 Does the stone channel flow in or out of the kitchen?

.....

5 What might it have been used for?

.....

6 The Director intends to excavate the kitchen. What remains do you think he might find? Use the picture to help you.

a .....

b .....

c .....

d .....

e .....

7 This shows what the kitchen at another cathedral used to look like. Why do you think it had such a high roof?

.....

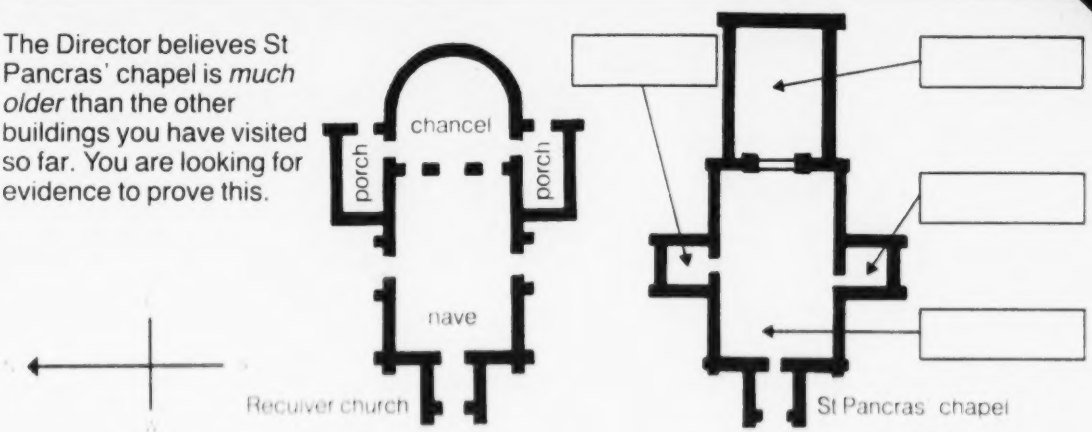
.....

Go back to the nave via the east alley of the cloister and take the path to St Pancras' chapel.

TRAIL SHEET 7

St Pancras' Chapel

The Director believes St Pancras' chapel is *much older* than the other buildings you have visited so far. You are looking for evidence to prove this.



1 A friend has shown you the plan of the Anglo-Saxon church at nearby Reculver, built in 669. This had a nave, chancel and two porches. See if you can find these same four parts in St Pancras' chapel and label them.

2 In what period do you think it was first built? .....

3 You have been told that the chapel is made of re-used Roman tiles. Why do you think so many are broken?

.....

4 What building do you think they might have come from? .....

5 Which part of the chapel is different in shape from Reculver church? .....

6 Make a drawing of the large east window.

7 From what period do you think it dates? (Look back to trail sheet 2).

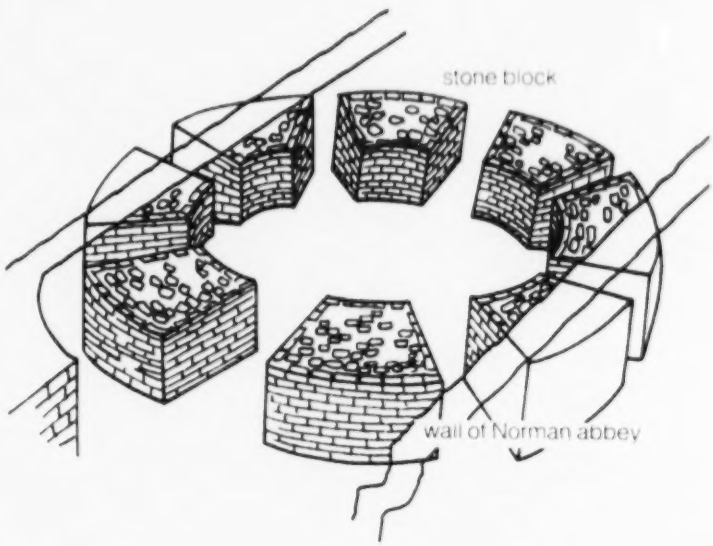
.....

Return to the nave where you began the trail.

TRAIL SHEET 8

Wulfric's Octagon

Your team has discovered more remains *underneath* the Norman abbey church. These are older so they must belong to the Anglo-Saxon monastery.



1 Explore the ruins until you find the large sunken area shown in the drawing opposite.

2 The Director wants you to make a full plan of this strange structure when you get back to the office. It is made of a circle of large stone blocks. How many can you see?

.....

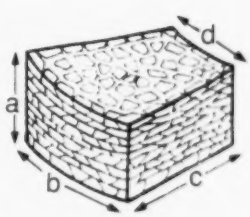
3 Estimate the measurements of one of them.

a .....

b .....

c .....

d .....



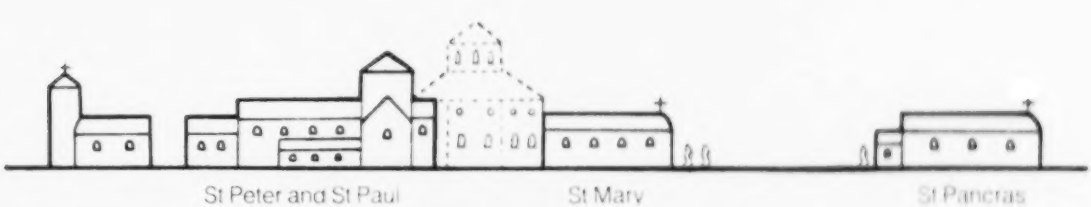
4 Now guess the distance across the inside of the circle.

.....

5 The Director thinks the blocks are the base of a big building dating from about 1050. Can you think why the structure is now called Wulfric's Octagon?

.....

6 The structure fills a gap between two of the old Anglo-Saxon churches.



What do you think it was for? .....

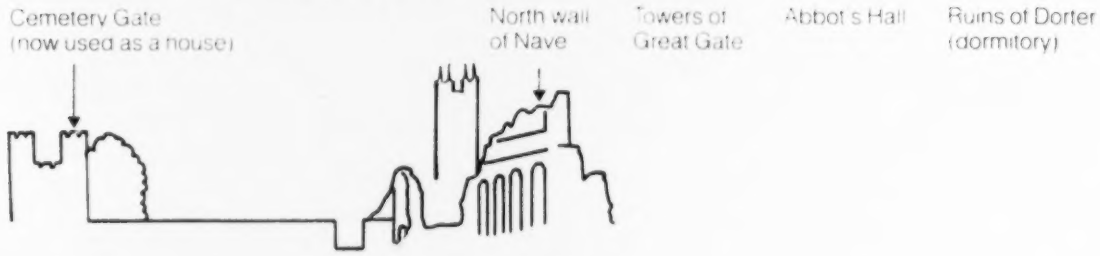
.....

TRAIL SHEET 9

More Things To Do

SKYLINE VIEW

Follow the hedge from the site entrance to St Pancras' chapel until you see this view to the north west. It is marked on your plan with **S.**



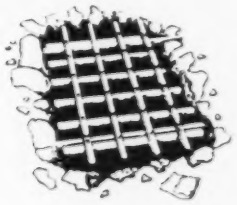
1 Complete the skyline of the monastery buildings.

2 Mark in the three missing arrows.

MYSTERIES

1 Find the things shown in the drawings. They are marked on your plan with **X** and **Y**.

Mystery X



Mystery Y

2 What do you think each one was?

.....

.....

3 Here are some clues about each of them.

When the pit was excavated some heavy stone weights were found at the bottom.

Many medieval machines, such as clocks, were worked by weights.

The pit is near the central tower of the abbey church.

The stones were found lying sideways in the foundations of the Anglo-Saxon abbey.

There is a circle of similar stones in France which was used for pagan religious ceremonies. There are also many standing stones in England (such as Stonehenge) which date back to prehistoric times.

4 Now give your final answer to each mystery.

.....

.....

.....

.....

8 TIMECHART

	EVENTS	TRENDS
500		
600	598 Monastery founded by St Augustine	
	605 St Augustine buried in the abbey	
700	669-708 St Augustine's becomes an important centre of learning under Abbot Adrian	
	748 Archbishop Cuthbert buried in the cathedral	
800		
900		
	978 Archbishop Dunstan rededicates and enlarges the abbey church	
1000	1011 Siege and sack of Canterbury	
	1049 Work begins on Wulfric's octagon	
	1070-1090 New abbey church constructed	
1100	1091 Bones of St Augustine moved	
	1168 Serious fire in the abbey church	
1200		
	1276 Cloister rebuilt	
	1287-91 New hexagonal kitchen built	
1300	1300-9 Great gateway built	
	1320 Vineyard planted in North Holmes	
1400	1387 St Pancras' chapel extended and cemetery gate rebuilt	
1500	1490 Lady Chapel and central tower built	
	1538 Abbey surrenders to Henry VIII and is dissolved	
1600	1573 Elizabeth I stays on royal visit	
	1618 James I grants letters patent to treasure hunters	
	1625 Charles I and Henrietta Maria stay in the royal palace	
1700	1692 Royal palace damaged in earthquake	
1800	1791 County hospital built on part of the site	
	1822 Ethelbert's tower falls down	
	1844 Beresford Hope acquires part of the site	
1900	1938 Abbey ruins given into the guardianship of the nation and now administered by English Heritage	

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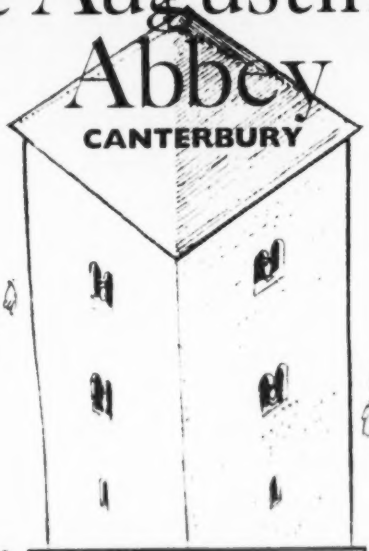
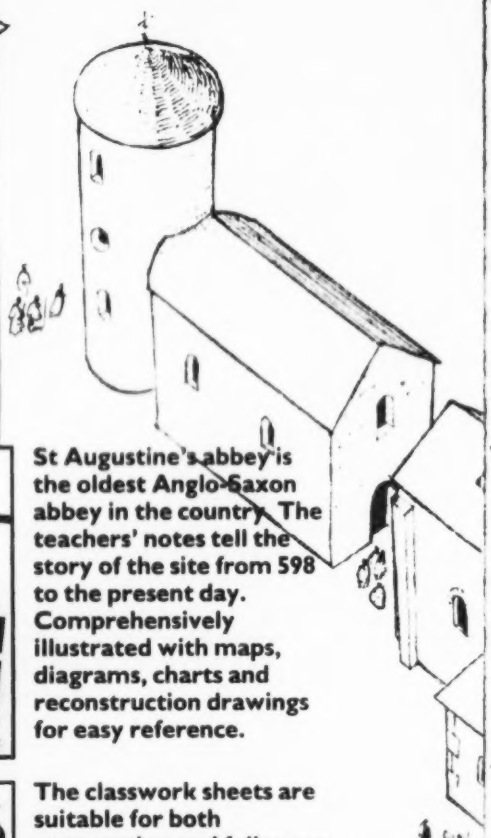
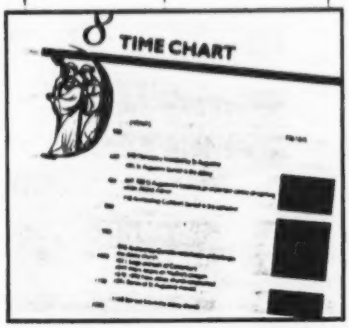
St Augustine's Abbey

CANTERBURY





TEACHERS' HANDBOOK

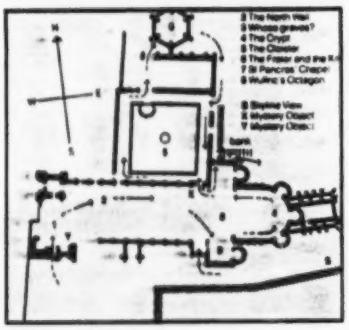


St Augustine's abbey is the oldest Anglo-Saxon abbey in the country. The teachers' notes tell the story of the site from 598 to the present day. Comprehensively illustrated with maps, diagrams, charts and reconstruction drawings for easy reference.

CLASSWORK SHEETS

The classwork sheets are suitable for both preparation and follow-up work. They include extracts from original sources and focus on the key historical concepts of time, change and evidence.

TRAIL SHEETS



The trail sheets lead pupils round the site starting with the nave and ending at the ancient chapel of St Pancras. The emphasis throughout is on data collection and enquiry-based learning which can be developed later in school.

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